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CONTENTS.

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| 2. Letters and Easy Combinations. <i>Medium Text.</i> | 7. Narrative in Simple Words. <i>Small Round.</i> |
| 3. More Difficult Letters and Combinations. <i>Medium Text.</i> | 8. Narrative. <i>Small Round.</i> |
| 4. Short Words in Common Use. <i>Medium Text.</i> | 9. Narrative. <i>Small Hand.</i> |
| 5. Words of Two or Three Syllables in Common Use. <i>Small Text.</i> | 10. Narrative. <i>Small Hand, without Lines.</i> |
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ENGLISH GRAMMAR

FOR
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SECOND EDITION

LONDON
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ENGLISH GRAMMAR.

THE ENGLISH LANGUAGE AND ITS RELATION TO OTHER LANGUAGES.

THE various languages of the world are divided into **Families**, according to the degree of resemblance they bear to one another. Of these Families, the most important is the **Indo-European** or **Aryan**, which includes the following branches or groups of languages :—

1. **Indian**—including *Sanscrit*.
2. **Persian**.
3. **Grecian**—including *Ancient* and *Modern Greek*.
4. **Keltic**—including *Welsh, Irish, Gaelic, Manx, &c.*
5. **Romanic**—including *Latin* and the *Romance* languages (*French, Spanish, Italian, &c.*).
6. **Slavonic**—including *Russian, &c.*
7. **Teutonic**—including *English, Dutch, German, &c.*

It is an error to suppose that the English is a language of recent growth. It was in existence on the continent of Europe before it was introduced into Britain ; and although it has undergone, in the course of years, many very important changes, it has always been substantially the same language. Its vocabulary has, it is true, been widely extended ; also, many of its earliest words have fallen into

general disuse, and many of its grammatical inflexions have entirely disappeared; but in all its essentials it is the same language now as it was in the time of King Alfred. It is not correct to say that the English language is *derived* from the Anglo-Saxon, for that is tantamount to saying that a language is derived from itself. The English and the "Anglo-Saxon" are one and the same language. *England* means "*the land of the Angles*," or "*Angle-land*;" and the *Angles* were a tribe of people who came into Britain along with the *Saxons* and other tribes from the Low German districts of the continent, and settled here during the fifth and the early part of the sixth century. Their language, the *Anglo-Saxon*, gradually displaced the British or Welsh language, and ultimately became the universal language of the country. It has undergone a change of name, and is now known as the *English* language.

The English of the present day contains more words of classical than of Teutonic origin; but it should be borne in mind, in estimating the relative importance of the Latin and Teutonic elements, that, while the former consists largely of technical terms, the latter element comprises the words we most frequently use, and without which we could not write even the simplest sentence. Thus—

1. The **Auxiliary and Defective Verbs**, the **Pronouns**, the **Prepositions**, and nearly all the **Conjunctions** are *Teutonic*.

2. The **Demonstrative Adjectives and Numerals** are *Teutonic*.

3. **Nouns** forming their plural by a change of vowel, **Adjectives** forming their degrees of comparison irregularly, and **Verbs** forming their past tense by a change of vowel are *Teutonic*.

4. Most monosyllables are *Teutonic*.

5. The names of the most common and familiar objects are *Teutonic*.

6. The grammar of the language is *Teutonic*.

The words of foreign origin that have been incorporated from time to time into the English language may be divided into the following classes:—

1. **Keltic words**—adopted from the language of the early inhabitants of the country. Such are *basket, clout, crag, crock, glen, mop, mattock, pail, pool, rug, wire, &c.* Many geographical names, too, are Keltic; as, *Kent, Thames, Avon, Don, Eze, Ouse, Dee, Derwent, Mendip, Durham, Pen-y-gant, Aberdeen, &c.*

2. **Scandinavian words**—introduced into the language during the Danish invasions. Such are, *fellow, fro, gait, till, until, ill, same, are*, and the geographical terms *by* (in Grimsby, Whitby, &c.), *ness, holm, &c.*

3. **Latin words**—introduced at various periods:—

(a) The Roman invaders left a few names which were adopted by the early English settlers. Such are, *castra* (Chester, &c.), *strata* (street), *vallum* (wall), &c.

(b) The Roman ecclesiastics, who brought Christianity into the country, introduced many Latin and Greek words; as, *bishop, monk, mass, minster, cloister, priest, candle, butter, cheese, pepper, pease, &c.*

(c) The Norman Conquest caused many Latin words to be introduced into the language indirectly, that is, through the French. Such are, *caitiff, balm, lesson, fashion, frail, feat, coy, sure, &c.*

(d) The revival of the study of the classical languages in the sixteenth century led to the incorporation into the language of a large number of words.

4. **Greek words**—mostly scientific and philosophical terms; as, *logic, ethics, problem, diagram, astronomy, &c.*

5. **Miscellaneous words**—adopted from various languages. Thus, *algebra, alcohol, coffee, sugar, &c.*, are **Arabic**; *Sabbath, Satan, &c.*, are **Hebrew**; *folio, quarto, stanza, &c.*, are **Italian**; *tartan, plaid, &c.*, are **Gaelic**; *calico, muslin, &c.*, are **Hindoo**; *yacht, schooner, &c.*, are **Dutch**; *cargo, cigar, &c.*, are **Spanish**; *aide-de-camp, accoucheur, bivouac, bouquet, ensemble, etiquette, omelet, naïve, nonchalance, prestige, programme, soirée, &c.*, are **French**; *potato, tobacco, cocoa, canoes, tomahawk, &c.*, are **American**; *quartz, zinc, &c.*, are **German**.

INTRODUCTORY.

Language or Speech is made up of words ; hence a word is said to be a "*part of speech.*"

Grammar is the science of words or "*parts of speech.*" It treats—

- (1.) Of the *letters* of which words are composed (*Orthography*).
 - (2.) Of the *classification, derivation, and inflexion* of words (*Etymology*).
 - (3.) Of the *combination of words* into sentences, and of the *relation of sentences* to one another (*Syntax*).
-

ORTHOGRAPHY.

THE ALPHABET.

The **English Alphabet** consists of twenty-six letters, viz.—

Small : a b c d e f, &c.

Capital : A B C D E F, &c.

The term *Alphabet* is derived from the first two letters of the Greek Alphabet, viz. *Alpha* and *Beta*.

The use of Capital letters :—

- (1.) The first word in every line of poetry, and in every quotation, begins with a capital letter.
- (2.) Every proper name begins with a capital letter.
- (3.) The pronoun I and the interjection O are always written as capitals.
- (4.) The various names of the Almighty, and the pronouns that have reference to Him, are written with capitals.
- (5.) Capitals are used also in words and phrases to which we desire to give special prominence ; as, the Church, the Parliament, Her Majesty, &c.

DIVISIONS OF THE ALPHABET.

The Alphabet may be divided into *Vowels* and *Consonants*. The *Vowels* are *a e i o u*.

These letters are called *vowels* (Latin *vocales*) because they can be distinctly sounded by themselves.

W and *y* are sometimes vowels and sometimes consonants, and are therefore called *semi-vowels*. They are vowels when they occur at the end of a word or syllable; in every other position they are consonants.

The *Consonants* are *b c d f g h j k l m n p q r s t v x z*.

The name *consonant* (Latin *con-sonantes*—*con* with, *sono* I sound) is given to these letters because they cannot be sounded independently of a vowel sound.

C has the sound of *k* before *a*, *o*, and *u*, and the sound of *s* before *e*, *i*, and *y*.

G has the guttural sound before *a*, *o*, and *u*; before *e* and *i* it sometimes has the guttural and sometimes the *j* sound; before *y* it always has the *j* sound.

H is silent in *heir*, *heiress*; *hour*, *hourly*; *honour*, *honourable*; *honest*, *honesty*. Some insist upon dropping it also in *hotel*, *hostler*, *humble*, *herb*, *hospital*, and *inherit*.

The *Consonants* are divided into *Liquids*, *Mutes*, *Sibilants*, and the *Aspirate*.

The *Liquids*, or *flowing-sounds*, are *l m n r*.

The *Mutes*, or *dumb-sounds*, are subdivided into—

- (1) *Labials*, or *lip-sounds*, *p f b v*.
- (2) *Dentals*, or *teeth-sounds*, *t d th*.
- (3) *Gutturals*, or *throat-sounds*, *k q g o*.
- (4) *Palatals*, or *palate-sounds*, *ch, j*.

The *Sibilants*, or *hissing-sounds*, are *s x z*.

The *Aspirate*, or *breathing-sound*, is *h*.

DEFECTS OF THE ENGLISH ALPHABET.

- (1.) It is *redundant* ; that is, the *c* sound can be produced by *k* or *s*, the *q* sound by *ku*, and the *x* sound by *ks*.
- (2.) It is *imperfect* ; the forty-three sounds which are used in speech are represented by only twenty-six letters.
- (3.) Many letters are silent, as in *knife*, *sign*, *psalm*, &c.
- (4.) The same combination of letters has different sounds ; as, *ough* in *trough*, *dough*, *enough*, and *slough*.
- (5.) The same sound can be represented by different letters, as in *feet*, *seat*, *believe*, *receive*, *key*, *quay*, *people*, *suite*, *Phœnician*.

These defects are more or less remedied—

- (1.) By the use of double vowels, as *oo*, *ou*, &c.
- (2.) By the doubling of a consonant when the short sound of a vowel is to be distinguished from the long sound ; as, *rüder*, *rüdder*.
- (3.) By the addition of *e* to the end of a word when the long sound is to be given to the preceding vowel ; as, *bit*, *bite* ; *spit*, *spite*, &c.

A **Diphthong** (Greek *di* twice, and *phthongos* a sound) is the blended sound of two vowels coming together in a word or syllable ; as, *ay* in *aye*, *oy* in *boy*, and *ow* in *now*.

A **Syllable** (Greek *syn* with, and *lambano* I take) is a combination of letters pronounced together with a single effort of the voice. A word of one syllable is called a **monosyllable** ; of two syllables, a **disyllable** ; of three syllables, a **trisyllable** ; of more than three syllables, a **polysyllable**.

- (1.) Every syllable should as far as possible begin with a consonant.
- (2.) When two consonants occur together in a word, they belong, generally speaking, to different syllables ; as, *mem-ber*, &c.
- (3.) When words are divided into syllables, regard should be had to their derivation or composition ; as, *friend-ship*, not *friends-hip* ; *soft-en*, not *sof-ten*, &c.

Accent is the stress of the voice upon a syllable ; as, *ób-ject*, *ob-jéct*.

The tendency of the English language is to throw the accent as far back as possible.

ETYMOLOGY.

Etymology is that division of Grammar which treats of words, their arrangement into classes, their structure or composition, and the changes of form which they undergo.

PARTS OF SPEECH.

Words may be divided into eight classes ; that is to say, there are eight kinds of words or parts of speech, viz. (1) **Noun**, (2) **Adjective**, (3) **Pronoun**, (4) **Verb**, (5) **Adverb**, (6) **Preposition**, (7) **Conjunction**, (8) **Interjection**.

This eightfold classification of words is based upon the different grammatical relations in which words stand to each other in a sentence, or the different functions they perform.

Some regard the Article as a distinct part of speech. In the above classification it is ranked as an Adjective.

The Interjection is not, strictly speaking, a part of speech, because it has no grammatical relation to any word in the sentence in which it may occur.

THE NOUN.

A **Noun** is the name of anything—an animal, a person, a place, an idea, or a thing.

It should be borne in mind that a noun is merely a *name* or *word*, and is to be carefully distinguished from that which it is the name of.

Nouns are divided into two great classes, *Proper* and *Common*.

A **Proper Noun** is the particular name of a person or place ; as, *Charles*, *London*.

In such phrases as *the Cæsars, the Howards, the modern Crichton, &c.*, the Proper Nouns have become Common Nouns.

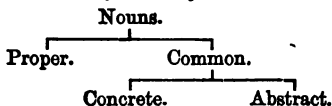
A **Common Noun** is a name which can be applied to every individual of the same kind; as, *boy, city, hero.*

A **Collective Noun** is a name given to a number of persons or things considered as *one*; as, *flock, crowd, committee.*

An **Abstract Noun** is the name of an idea; as, *wisdom, truth, poetry, memory.*

Abstract Nouns include the names of *qualities, states or conditions, feelings and passions, actions, arts and sciences.*

Abstract Nouns, like Collective Nouns and names of Materials, are merely a variety of Common Nouns. Thus,



Nouns have **Gender, Number, and Case.**

Gender.

Gender implies a distinction of words which corresponds with the distinction of things called sex.

There are two Genders, **Masculine** and **Feminine**. All males are said to be of the Masculine Gender, and all females of the Feminine Gender.

The names of things without life are said to be of the **Neuter Gender**, or, in other words, of **Neither Gender**.

When the same name is applied to the male and female, it is said to be of the **Common Gender**; as, *parent, bird, friend, cousin, child, fish, sovereign.*

There are three ways of distinguishing the Feminine from the Masculine Gender:—

- (1.) By inflexion, or a change in the form of words.
- (2.) By distinct or separate words.
- (3.) By the addition of a word which in itself is a mark of a particular sex.

I. Gender indicated by Inflexion.

- (1.) By the termination *ess*.
- (2.) " " *trix*.
- (3.) " " *ine*.
- (4.) " " *ster*.
- (5.) " " *a*.
- (6.) " " *en*.

1. The **Feminine** is formed by adding *ess* to the **Masculine**, with or without modification of the latter; as—

<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
abbot . .	abbess	lad . . .	lass=lad-ess
actor . .	actress	lion . . .	lioness
adulterer .	adulteress	marquis . .	marchioness
author . .	authoress	master . . .	mistress
baron . .	baroness	mayor . . .	mayoress
benefactor .	benefactress	monitor . .	monitress
canon . .	canoness	murderer .	murderess
caterer . .	cateress	negro . . .	negress
count . .	countess	patron . . .	patroness
dauphin . .	dauphiness	peer . . .	peeress
deacon . .	deaconess	poet . . .	poetess
director . .	directress, or —trix	preceptor . .	preceptress
duke . .	duchess	priest . . .	priestess
elector . .	electress	prior . . .	prioresse
emperor . .	empress	prophet . .	prophetess
enchanter .	enchantress	proprietor .	proprietress, or —trix
founder . .	foundress	protector . .	protectress
giant . .	giantess	rector . . .	rectress
god . .	goddess	— — — — —	sempstress
governor .	governess	shepherd . .	shepherdess
heir . .	heiress	songster . .	songstress
host . .	hostess	sorcerer . .	sorceress
hunter . .	huntress	tiger . . .	tigress
instructor .	instructress	traitor . . .	traitress
inventor . .	inventress	viscount . .	viscountess
Jew . .	Jewess	votary . . .	votaress

The words *sempstress* and *songstress* have in reality two endings; viz. *ster* and *ess*. Thus, *semp-ster-ess* and *song-ster-ess*.

2. The **Feminine** is also marked by the termination *trix*; as—

<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
adjutor .	adjutrix	executor . .	executrix
administra-	administra-	heritor . . .	heretrix
tor . . .	trix	testator . .	testatrix
director . .	directrix		

3. Another **Feminine** ending is *ine*; as—

<i>Mas.</i>	<i>Fem.</i>
hero	heroine
landgrave . . .	landgravine
margrave . . .	margravine

4. An old **Feminine** ending is *ster*, as in *spinster* = "the woman who spins." Also *baxter*, *brewster*, *punster*, *rhymester*, *huckster* or *hawkster*, are really the feminines respectively of *baker*, *brewer*, *punner*, *rhymmer*, *hawker*. Other old feminines are *songster*, *sewster*, *maltster*, *webster*, *tapster*, &c.

5. The **Feminine** of many foreign words ends in *a*; as—

<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
don	donna	signor . . .	signora
infant . . .	infanta	sultan . . .	sultana

6. We have in modern English only one word which forms its **Feminine** by the addition of *en*, and that is *fox*, which has the **Feminine** *vixen*.

II. Gender denoted by separate words:—

<i>Mas.</i>	<i>Fem.</i>	<i>Common.</i>
bachelor	maid	
boar	sow	hog, swine, pig

<i>Mas.</i>	<i>Fem.</i>	<i>Common.</i>
boy	girl	
bridegroom	bride	
(Bridegroom literally means "the bride's man.")		
Here the Masculine is formed from the Feminine.)		
brother	sister	
buck	doe	deer
hart	roe	
stag	hind	
bull	cow	ox, neat
bullock	heifer	
steer		
cock	hen	fowl
colt, foal	filly	foal
dog, hound	bitch	dog
drake	duck	eider-duck wild-duck

drone	bee	bee
earl	countess	
father	mother	
gaffer	gammer	
gander	goose	solan-goose
gentleman	lady	
horse, stallion	mare	horse

(Horse was formerly Neuter.)

husband	wife	spouse
king	queen	sovereign
mallard		wild-duck
man	{ woman }	man
	{ maid }	
monk	nun	
friar		
nephew	niece	
papa	mamma	
ram	ewe	sheep
wether		
ruff	reeve	
sire	dam	
sloven	slut	
son	daughter	child
taylor	seamstress	
tutor	governess	
uncle	aunt	
wizard	witch	

(The Masculine here again is formed from the Feminine.
Witch was formerly of the Common Gender.)

III. Gender indicated by a word significant of sex :—

<i>Mas.</i>		<i>Fem.</i>		<i>Common.</i>
he-ass (jack-ass)	.	she-ass	.	ass
he-bear	.	she-bear	.	bear
cock-bird	.	hen-bird	.	bird
male-bird	.	female-bird	.	
tom-cat	.	tib-cat	.	cat
male-child	.	female-child	.	child
bull-calf	.	cow-calf	.	calf
bull-elephant	.	cow-elephant	.	elephant
male-elephant	.	female-elephant	.	
colt-foal	.	filly-foal	.	foal
dog-fox	.	bitch-fox	.	fox
he-goat	.	she-goat	.	goat
billy-goat	.	nanny-goat	.	goat
boar-pig	.	sow-pig	.	pig
buck-rabbit	.	doe-rabbit	.	rabbit
cock-sparrow	.	hen-sparrow	.	sparrow
man-servant	.	maid-servant	.	servant
male-servant	.	female-servant	.	
—	.	ewe-lamb	.	lamb
mer-man	.	mer-maid	.	
man-kind	.	woman-kind	.	

The names of things without life are often personified, *i.e.* referred to as if they indicated living things. Thus, the *sun* is generally regarded as being of the Masculine Gender, but the *moon*, on the other hand, is looked upon as being of the Feminine Gender.

Personification occurs largely in poetry.

Number.

The term **Number** implies a distinction in the form of nouns or pronouns according as they are names of one thing, or of more than one.

When a noun or pronoun stands for only one thing, it is said to be of the **Singular Number**; as, *book, river, town*.

When a noun or pronoun denotes more than one object of the same kind, it is said to be of the **Plural Number**; as, *books, towns, rivers*.

Formation of the Plural of Nouns.

General Rule.—The plural is formed by adding *s* or *es* to the singular; as, *boy, boys; church, churches.*

es is added when the singular ends in *s, sh, ch, x,* or *z*; as, *gas-es, dish-es, leech-es, box-es, chintz-es.* The plural of *no* is *noes.*

The following forms should be noted :—

(1.) Singulars ending in *o* which form their plural by adding *es.*

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
bravo . .	bravoes	mosquito	mosquitoes, or —os
buffalo . .	buffaloes	motto . .	mottoes
calico . .	calicoes	mulatto . .	mulattoes, or—os
cargo . .	cargoes	negro . .	negroes
echo . .	echoes	portico . .	porticoes, or—os
flamingo . .	flamingoes	potato . .	potatoes
hero . .	heroes	stiletto . .	stilettoes
innuendo	innuendoes, or —os	tomato . .	tomatoes
magnifico	magnificoes	tornado . .	tornadoes
manifesto	manifestoes	volcano . .	volcanoes

(2.) Singulars ending in *o*, and forming their plural in *os.*

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
canto . . .	cantos	tyro . . .	tyros
domino . .	dominos	virtuoso . .	virtuosos, or —
duodecimo . .	duodecimos	folio . . .	folios
embryo . .	embryos	nuncio . .	nuncios
grotto . .	grottos	oratorio . .	oratorios
octavo . .	octavos	portfolio . .	portfolios
quarto . .	quartos	seraglio . .	seraglios
rondo . .	rondos		
solo . . .	solos		

(All nouns ending in *io* form their plural by adding *s*. The tendency at the present day is to form the plural of all nouns ending in *o* by the addition of *s*.)

(8.) *Alkali* makes *alkalies* in the plural.

Nouns of English origin ending in *f* or *fe* preceded immediately by *e* or any long vowel (except *oo*), form their plural by changing the *f* into *v*, and adding *s* or *es*; as, *wolf*, *wolves*; *wife*, *wives*; *brief*, *briefs*; but *hoof*, *hoofs*, &c.

EXCEPTIONS.

<i>Sing.</i>	<i>Plur.</i>
staff	staffs or staves
wharf	wharfs or wharves
scarf	scarfs or scarves
turf	turfs or turves

Nouns ending in *y* not immediately preceded by a vowel form their plural by changing the *y* into *i*, and adding *es*; as, *baby*, *babies*; *story*, *stories*; *pully*, *pullies*; but *storey*, *storeys*; *pulley*, *pulleys*; *chimney*, *chimneys*, &c.

This rule does not apply to the formation of the plural of proper names. Thus we write, "the three Marys," rather than "the three Maries." Also, the plural of *fly*, a vehicle, is *flies*.

Seven words form their plural by a change in the body of the word. These are—

<i>Sing.</i>	<i>Plur.</i>
man	men
woman	women
foot	feet
goose	geese
tooth	teeth
louse	lice
mouse	mice

Some plurals end in *n* or *en*; as—

<i>Sing.</i>	<i>Plur.</i>
ox	oxen
eye	eyes or eyne (<i>rare</i>)
shoe	shoes or shoon (<i>rare</i>)
brother	brothers or brethren

<i>Sing.</i>	<i>Plur.</i>
child	children
cow	cows or kine
hose	hosen (<i>rare</i>)
(swin)	swine

Some nouns have the same form for the singular and plural ; as—

sheep, deer, swine.

Many words have a singular form, but a plural meaning ; as—

cavalry, infantry, harlotry, fish, fowl, cattle, poultry, trout, salmon, mackerel, grouse, snipe, wild-duck, head, fruit, pair, brace, couple, dozen, score, gross, quire, ream, stone, tun, last, foot, fathom, mile, chaldron, bushel, cannon, shot, shilling, mark, rod, furlong, folk, &c.

Some words have two plural forms ; as—

<i>Sing.</i>		<i>Plur.</i>	
brother	brothers	or	brethren
	(children of the same parents)		(members of a society)
die	dies	,	dice
	(for stamping)		(for playing)
penny	pennies	,	pence
	(coins)		(money)
genius	geniuses	,	genii
	(men of genius)		(spirits)
index	indexes	,	indices
	(to books)		(algebraical term)
pea	peas	,	pease*
	(separately)		(collectively)
part	parts	,	parts
	(abilities)		(divisions)

(4.) Nouns used only in the Plural.

(a) Names of parts of the body ; as, *bowels, entrails, chitterlings, lights, whiskers, fauces, &c.*

* *Pease* is the old singular ; from Latin *pisum*.

(b) Names of **diseases**; as, *measles, mumps, hysterics, rickets, &c.*

(c) Names of **articles of dress**; as, *braces, breeches, trousers, drawers, knickerbockers, &c.*

(d) Names of **tools and instruments**; as, *bellows, pincers, pliers, scissors, shears, spectacles, snuffers, tongs, &c.*

(e) Names of **games**; as, *billiards, draughts, fives, skittles, nine-pins, all-fours, &c.*

(f) Names of **places**; as, *the Indies, Hebrides, Highlands, Netherlands, &c.*

(g) Names of **arts and sciences**; as, *ethics, acoustics, politics, optics, hydrostatics, mathematics, &c.*

(h) **Miscellaneous names**: *annals, ashes, embers, oats, odds, lees, molasses, aborigines, thanks, literati, Commons, hustings, obsequies, nuptials, matins, vespers, proceeds, dumps, jinks, fireworks, antipodes, landes, agenda, minutiae, ephemera, prolegomena, valuables, greens, &c.*

(5.) Nouns used only in the Singular.

(a) Abstract nouns generally.

(b) *Oxygen, nitrogen, hydrogen, gold, silver, wheat, &c.*

(6.) Many words have a different meaning in the plural from that which is conveyed by the singular form; as, *wine, wines; water, waters; tea, teas; sugar, sugars; brandy, brandies; wit, wits; antic, antics; forfeit, forfeits; draught, draughts; record, records; spectacle, spectacles; copper, coppers; iron, irons; compass, compasses; return, returns; sweeping, sweepings; cutting, cuttings; good, goods; grain, grains, &c.*

The following plural forms are sometimes treated

as singulars :—*bellows, amends, gallows, means, news, odds, pains, shambles, small-pox, tidings.*

Alms, eaves, riches, are really singular forms, though they are now used as plural.

Pains is singular only in the sense of *effort* or *toil*.

Summons is a singular form. The plural is *summonses*.

The following are some of the most common words of foreign origin which retain their original plural form :—

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
arcanum . . .	arcana	phenomenon .	phenomena
addendum . . .	addenda	species . . .	species
datum . . .	data	axis . . .	axes
erratum . . .	errata	basis . . .	bases
stratum . . .	strata	ellipsis . . .	ellipses
magus . . .	magi	monsieur . . .	messieurs
formula . . .	formulæ	madame . . .	mesdames
miasma . . .	miasmata	bandit . . .	banditti
minutia . . .	minutiæ	iris . . .	irides

The following take the English plural as well as their original plural :—

<i>Sing.</i>	<i>Plur.</i>
appendix . . .	appendices or appendixes
calix . . .	calices „ calixes
vortex . . .	vortices „ vortexes
criterion . . .	criteria „ criterions
formula . . .	formulæ „ formulas
automaton . . .	automata „ automatons
memorandum . . .	memoranda „ memorandums
spectrum . . .	spectra „ spectrums
focus . . .	foci „ focuses
fungus . . .	fungi „ funguses
simile . . .	similia „ similes
beau . . .	beaux „ beaus
seraph . . .	seraphim „ seraphs
cherub . . .	cherubim „ cherubs

When a descriptive term is added to the name of a person or thing, the plural is formed by adding *s* to the name of the person or thing only ; as—

master-tailor, master-tailors ;
brother-officer, brother-officers ;
court-martial, courts-martial ;
aide-de-camp, aides-de-camp ;
knight-errant, knights-errant ;
father-in-law, fathers-in-law ;
man-stealer, man-stealers ;
maid-servant, maid-servants.

The *s* is added to the last word in the case of titular names ; as, *major-general, major-generals ; lieutenant-colonel, lieutenant-colonels ; lord-chancellor, lord-chancellors, &c.*

The following words attach the plural sign to both terms :—*lords-lieutenants, knights-templars, lords-justices, men-servants.*

The plural forms, "the Misses Brown" and "the Miss Browns," are both correct, although, perhaps, the latter is the more common form of the two. In commercial transactions "the Messrs. Brown" is the form always used. *Handfuls, pailfuls, &c.*, are to be preferred to *handful, pailful, &c.* The latter forms are incorrect.

Case.

Case is a term which has reference to the relation which a noun or pronoun bears to some other word in a sentence.

There are three cases in English : the **Nominative, Objective, and Possessive.**

Formerly the English cases were six in number ; viz. Nominative, Objective, Possessive, Dative, Vocative, and Instrumental. The Dative and Instrumental cases have now the same form as the Objective, and the Vocative has the form of the Nominative. The Possessive Case is the only one which is indicated by particular terminations or case-endings, except in respect of certain of the pronouns. As a rule, the other Cases have nothing to distinguish them save their position in

a sentence, or the context of the passage in which they occur. The Vocative Case is sometimes termed the *Nominative of Address*.

The **Nominative Case** is the subject of a sentence, that is, the word or words in a sentence to which it mainly relates; as *time* and *tide* in the sentence, "Time and tide wait for no man."

It is called the *Nominative Case* because it *names* the person or thing that performs the action implied by the verb. If you prefix *who* or *what* to the verb, and form a question of these words, the Nominative to the verb will be the *answer* to the question.

The **Objective Case** generally follows the verb, and denotes the object of the action implied by the verb; as *river* in the sentence, "He crossed the river."

Also, Nouns which are immediately dependent on a Preposition are said to be in the Objective Case.

The **Possessive Case** denotes the possessor of something, as *child's* in the phrase, The child's toy.

The *apostrophe* (') is not a Case form, but is a device for indicating the omission of the letter *e*. It serves to distinguish the plural from the possessive form, and also, in such phrases as, *For conscience' sake*, *For justice' sake*, to indicate the loss of the possessive sign in the singular form of a word.

The apostrophe is of comparatively recent introduction into the language, and served at first, perhaps, to distinguish the genitive from the plural ending. The *'s* is a contraction of *es*, and not, as is sometimes supposed, of *his*. An earlier form of the ending *es* was *is*.

The Possessive Case *singular* is formed by adding *'s* to the Nominative Case singular.

The Possessive Case *plural* is formed by adding *'s* to the Nominative Case *plural* when it does not end in *s*; if the Nominative plural ends in *s*, the Possessive is formed by the addition of the *'* only.

Formation of the Possessive Case.

	<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i>	child	children
<i>Poss.</i>	child's	children's
<i>Nom.</i>	baby	babies
<i>Poss.</i>	baby's	babies'

Names or titles consisting of two or more words attach the Possessive sign to the last ; as, "Spiers and Pond's house ;" "The Queen of England's son."

When two nouns are *closely* connected by *and*, the sign of the Possessive is generally added to the latter only ; as, "Mr. and Mrs. Brown's kind regards ;" but, "Milton's and Shakspeare's works."

ADJECTIVES.

An **Adjective** is a word used with a noun to *distinguish* or *limit* that which the noun is a name of, or to *express some attribute* of it ; as, *the tree, a gold watch, an old story.*

"Adjective" means "*capable of being added to*" (*ad* to, *jacio* I cast).

CLASSIFICATION OF ADJECTIVES.

- I. Adjectives of Quality: *good, tall, English, &c.*
- II. Adjectives of Quantity: *much, little, enough, any, no, some.*
- III. Adjectives of Number:—

(1.) The **Cardinal Numbers**, *one, two, three, &c.*, and the word *both*.

(2.) **Indefinite Numeral Adjectives**: *enough, any, none or no, some, all, many, few, several, sundry, certain, divers, little, less, least, much, more, most, half.*

The words *hundred, thousand, million*, like *score, gross, pair*, and *dozen*, are nouns. The words *all, little, less, least, much, more, most, enough*, though they sometimes have the force of adjectives, are more commonly used as adverbs and nouns. Thus—

“*Enough* (noun) is as good as a feast.” He is old *enough* (adverb).

Many, when followed by *a*, takes a verb in the singular; as, “There is many a slip ’twixt the cup and the lip.”

Half has sometimes the force of an adverb; as, He is not *half* pleased.

None, few, and whole are sometimes used as nouns; as, *Few* are chosen, *None* has left us, The *whole* is greater than its part.

He has *few* friends = He has *not many* friends; He has *a few* friends = He has *some* friends, but not many. He has *little* patience = He has *not much* patience; He has *a little* patience = He has *some* patience, but not much. *Some* in logic means *some at least* (*all* not excluded); *some* in ordinary language means *some only* (*all* excluded).

IV. Distinguishing or Limiting Adjectives:—

(1.) **Demonstrative Adjectives:** *the, an, a; this, that, these, those; yon, yonder; same, selfsame.*

(2.) **The Ordinal Numbers,** *first, second, third, &c.*

(3.) **Distributives:** *each, every, either, neither.*

To, in to-day, to-morrow, is supposed to be a form of the demonstrative adjective *the*. The demonstrative adjective *an* is an older form than *a*. It is the same in origin as the numeral adjective *one*. It drops the final *n* and becomes *a* before—

(1.) Words beginning with a consonant; as, *a tree, a book*; but *an apple*.

(2.) Words beginning with *w, y, h* (aspirated), *u*, and *eu* when sounded *yu*; as, *a window, a youth, a horse, a unit, a European*; but *an hour*.

An is often placed immediately before a word beginning with an aspirated *h*, if the accent be on the second syllable of the word; as, *an historian*.

In such phrases as Ten thousand *a* year, Sixpence *a* pound, the *a* is equivalent to *each* or *every*.

The, *an*, and *a* are sometimes termed Articles, *the* being known as the Definite Article, and *an* or *a* as the Indefinite Article. In such phrases as, "The more the merrier," "The more he gets the more he wants," *the* is equivalent to an Adverb. The phrase *a many* was once common like *a few*, but it is now obsolete in prose.

COMPARISON OF ADJECTIVES.

An adjective may be in the Positive, Comparative, or Superlative degree.

The **Positive** is the adjective in its simplest form ; as, *good*, *old*, *small*.

The **Comparative** is the adjective used when two things or sets of things are compared as to the degree in which they possess an attribute. It is formed from the Positive by the addition of *-er* ; as, *small*, *smaller* ; *old*, *older*.

The **Superlative** degree denotes that one thing possesses a certain attribute in a higher degree than all the other things with which it is compared. It is formed by the addition of *-est* to the Positive ; as, *small*, *smallest* ; *old*, *oldest*.

If the positive ends in *e*, the comparative and superlative are formed by the addition of *r* and *st* ; as, *fine*, *finer*, *finest*.

If the positive ends in a single consonant preceded by a single vowel, the consonant is doubled in the comparative and superlative before *er* and *est* ; as, *red*, *redder*, *reddest*. If the positive ends in *y*, preceded by a consonant, the *y* is changed into *i* before *er* and *est* ; as, *busy*, *busier*, *busiest*, but *coy*, *coyer*, *coyest*.

Most adjectives of two syllables, and all adjectives of more than two syllables, are compared by the addition of *more* and *most* to the positive ; as, *learned*, *more learned*, *most learned* ; *comfortable*, *more comfortable*, *most comfortable*.

This rule has been laid down merely for the purpose of avoiding the use of needlessly long words. Our

older writers seldom observed it. Thus, Shakspeare writes *unkindest*, *violentest*, &c.; and *honourablest*, *famousest*, &c., occur in Bacon's writings. Carlyle frequently sets the rule aside: he writes *remarkablest*, *beautifullest*, *wonderfulest*, *squalidest*, &c.

Irregular Comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
good . . .	better . .	best
bad . . .	worse . .	worst
evil . . .		
ill . . .		
little . . .	less (lesser)	least
much . . .	more . . .	most
many . . .		
late . . .	latter, later	last, latest
nigh . . .	nigher, near	nighest, next
near . . .	nearer . .	nearest
old . . .	elder, older	eldest, oldest
far . . .	farther . .	farthest
(forth, <i>adv.</i>) .	further . .	furthest
fore . . .	former . .	foremost, first
hind . . .	hinder . .	hindmost
(in, <i>prep.</i>) . .	inner . .	inmost, innermost
out . . .	outer, utter	outmost, utmost, uttermost
(neath, <i>prep.</i>) .	nether . .	nethermost
(up, <i>prep.</i>) . .	upper . .	upmost, uppermost
(top, <i>noun</i>) . .		topmost
rathe = early	rather	
(now an adverb)		

Older and *oldest* are applied to persons and things, but *elder* and *eldest* are applied to persons only.

Latter and *last* refer to order, but *later* and *latest* refer to time.

Top, in such a phrase as "the top boy," has a superlative force.

The following adjectives cannot be compared:—

(a) The names of perfect and unchangeable qualities; as, *almighty*, *square*, *rectangular*, *right*, *dead*, &c.

(b) The names of material qualities; as, *wooden*, *golden*, &c.

(c) Most adjectives denoting time; as, *perpetual*, *weekly*, *fortnightly*, *daily*, *monthly*, *annual*, *eternal*, &c.

PRONOUNS.

A Pronoun is a word which is used for a Noun.

The word pronoun literally means *for a noun*.

A pronoun sometimes stands for a whole phrase or sentence. Thus, in the sentence, "It behoves you to obey your parents," the pronoun *it* refers to the phrase, "To obey your parents."

CLASSIFICATION OF PRONOUNS.

Pronouns are divided into six classes:—

1. Personal Pronouns.
2. Reflexive Pronouns.
3. Demonstrative Pronouns.
4. Interrogative Pronouns.
5. Relative Pronouns.
6. Indefinite Pronouns.

I. Personal Pronouns.

The Personal Pronouns are *I, thou, he*.

These are termed *personal* pronouns because they indicate the person *speaking*, which is called the **First** person; the person *spoken to*, which is called the **Second** person; or the person *spoken of*, which is called the **Third** person.

He, was formerly considered a demonstrative adjective.

I and *thou* have inflexions for number and case; *he* has inflexions for gender also.

Declension of Personal Pronouns.

THE FIRST PERSON.

	<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i>	I	we
<i>Poss.</i>	mine, my	ours, our
<i>Obj.</i>	me	us

THE SECOND PERSON.

	<i>Sing.</i>	<i>Plur.</i>
<i>Nom.</i>	thou	ye, you
<i>Poss.</i>	thine, thy	yours, your
<i>Obj.</i>	thee	you

THE THIRD PERSON.

	<i>Sing.</i>			<i>Plur.</i>
	<i>Mas.</i>	<i>Fem.</i>	<i>Neut.</i>	
<i>Nom.</i>	he	she	it	they
<i>Poss.</i>	his	hers, her	its	theirs, their
<i>Obj.</i>	him	her	it	them.

My and *thy* are contractions of *mine* and *thine*. The latter forms are now used only when they are not followed by the noun to which they refer. In poetry they sometimes occur before nouns beginning with a vowel or a silent *h*; as, *mine honour*, *mine anguish*.

You has taken the place of *ye* and *thou* in ordinary writing and conversation.

Her, *our*, *your*, *their*, are the old English genitive forms. They are adjectival in their force, like *my* and *thy*. The *s* in *hers*, *ours*, *yours*, *theirs*, is a second and redundant genitive suffix, probably Scandinavian. Like *mine* and *thine*, these four words are used without the nouns to which they refer.

The *m* in *him* and *them* is a mark of the old dative case; the *t* in *it* (and *that* and *what*) was once a mark of the neuter gender.

The old form for *its* was *his*. The latter very frequently occurs in the English Bible.

II. Reflexive Pronouns.

Reflexive Pronouns are formed by adding the word *self* to the personal pronouns; as—

Singular:—*myself*, *thyself*, *yourself*, *himself*, *herself*, *itself*, *oneself*.

Plural:—*ourselves*, *yourselves*, *themselves*.

Reflexive pronouns are used when the action expressed by the verb returns or is *bent back* upon the doer of the action; as, He loves *himself*; They wrong *themselves*.

In such phrases as, *I myself* did it; He *himself* is in error, the words *myself* and *himself* are not reflexive pronouns, but compound pronouns used for the sake of emphasis.

Self is a noun in such sentences as the following :— He refers benevolence to *self*; You should disregard *self*.

His-self and *theirselves* are now obsolete.

Oneself is of comparatively recent introduction into the language.

The simple accusatives of the personal pronouns without the emphatic "*self*," were the earliest reflexives, and they are still in use; as, "*I do repent me*," "*Lay thee down*."

Self was at one time an adjective, and was equivalent to *same* : thus we have in Shakspeare the phrase, "*That self mould*" = "*That same mould*."

III. Demonstrative Pronouns.

The Demonstrative Pronouns are *this*, *that*, *these*, *those*, *same*, *such*, *selfsame*, *yon*, and *so*. They are used when the nouns they stand for are to be definitely marked or pointed out; as, Do *this*, and he doeth it; *Such* was his fate; To be, or not to be—*that* is the question.

All these words have the force of adjectives, and, by supplying the nouns to which they refer, their character as Distinguishing Adjectives becomes at once apparent.

Such and *so* are often Adverbs of Degree.

IV. Interrogative Pronouns.

The Interrogative Pronouns are used in asking questions; as, *Who* did it? *Which* is your book? *What* do you want?

Who is declined as follows :—

<i>Nom.</i>	who	} Masculine and Feminine, Singular and Plural.
<i>Poss.</i>	whose	
<i>Obj.</i>	whom	

Who always relates to persons, and is never used adjectivally.

Which is used both substantivally and adjectivally, and relates to both persons and things.

What is also used substantivally and adjectivally, and is applied to both persons and things only when it has the force of an adjective. When used substantivally it always refers to *things*.

Which is a compound of *who* and *like*.

Whether = *which of two* is now rarely used.

What was originally the neuter of *who*.

V. Relative or Conjunctive Pronouns.

Relative Pronouns are those which *relate*, or refer, to some noun or pronoun going before, called the antecedent. Relative pronouns further differ from other pronouns in that they serve to *connect* clauses and sentences together. The relatives are **who**, **which**, **that**, **what**, **as**, with the compounds **whoso**, **whosoever**, **whatsoever**, **whichsoever**, &c. The following examples will exhibit the double function of the Relative :—

“She seemed as happy as a wave
That dances on the sea.”

“The things *which* I have seen, I now can see no more.”

He is the servant *who* accompanied me ; Read only such books *as* are well written.

“We look before and after,
And pine for *what* is not.”

Who is applied to *persons* only ; **which** to *animals* and *things* ; **that** to *persons* and *things*.

Who is declined like the Interrogative, and has the same form for both the singular and the plural.

Who is sometimes equivalent to *he who*, as in the sentence, "*Who steals my purse steals trash.*"

The possessive *whose* may be applied to persons, animals, and things.

Which formerly related to persons as well as to things. Thus we have the sentence, "Our Father *which* art in heaven."

Which is sometimes an adjective, as in the phrase, *Which* effort cost him his life.

That is sometimes used for *that which*. It is the oldest relative in the language.

That is especially used—

(1.) After *superlatives*; as, He is the best scholar that I have ever known.

(2.) After the words *all, none, nothing, same, any*; as, There is nothing that he will not do for us.

(3.) After the interrogative pronoun *who*; as, Who is he that speaks so?

(4.) When the antecedent is of *doubtful gender*; as, The child that did it is not here.

That is always placed before the preposition which governs it, and this preposition always occurs at the end of the relative clause; as, He is the best man *that* I can think *of* for the post.

What is used when the antecedent is not expressed; as, I will do *what* I can. It is thus equivalent to *that which*. It is the neuter of *who*, and must therefore not be called a compound pronoun: like *which*, it is sometimes used adjectivally.

As is a relative when it is preceded in a sentence by *same* or *such*; as—

"You have no such mirrors *as* will turn
Your hidden worthiness into your eye."

Compound relatives are formed by adding *ever* and *soever* to the simple relatives *who, what, and which*.

Those ending in *soever* are gradually becoming obsolete.

Compound relatives are used when the antecedent is unexpressed.

Whosoever is the only one that is declined. It has the same form in the singular and the plural.

<i>Nom.</i>	whosoever
<i>Obj.</i>	whomsoever
<i>Poss.</i>	whosoever

Other compound relatives are *whereof* (=of which), *whereto* (=to which), *whereby* (=by which).

In indirect questions *who*, *which*, and *what* must be considered as interrogatives; as, Do you know *who* he is? May I tell him *what* you want?

VI. Indefinite Pronouns.

Indefinite Pronouns are used when the nouns they stand for are not to be singled out or particularised in any way. The Indefinites are *one*, *none*, *any*, *some*, *each*, *every*, *either*, *neither*, *other*, *another* (all of which may be classed as adjectives), *ought*, *naught*, *somebody*, *nobody*, *somewhat*, *something*, *nothing*, *anything*, *else*.

One is really the same word as the numeral *one*.

None=*not* (ne) *one*.

Aught=*any whit* or *anything*.

Naught=*no whit* or *nothing*. The adverb *not* is another form of the word.

Either means *any one of two*.

Neither (= *not either*) means *not any one of two*.

Else is an Indefinite pronoun in *what else* and *something else*. When it means *otherwise* it is a conjunction.

Any one, *some one*, *each other*, *one another*, &c., may be parsed as compound words, or as separate words.

One another cannot be used save where more than two persons are referred to.

Each other is the phrase used when only two persons are referred to.

Every (= *ever*, *each*), *either*, and *neither* are always singular.

THE VERB.

A **Verb** is a word which denotes an *action*, a *state of existence*, or a *state of suffering*; as, *The ship sails*; *Gold is yellow*; *The soldier was slain*.

The term *Verb* is derived from the Latin *verbum*, "word," the verb being the most important word in a sentence. Hence a correct definition of a verb would be "that part of speech or word by means of which we assert or predicate something of a subject."

Verbs are **Transitive** or **Intransitive**.

A **Transitive Verb** denotes an action which is not confined to the doer, but is directed towards an object; as, *The boy loves his father*; *Cæsar conquered Gaul*.

An **Intransitive Verb** denotes either a state of existence, or an action which ends in the doer, and is not directed towards an object; as, *The birds sing*; *Silver is white*; *The baby cries*.

Transitive means *passing over* (Lat. *trans-ire*). The noun or pronoun which denotes the doer of the action implied by the verb, or the person or thing about which an assertion is made, is called the **subject** of the assertion or sentence. The subject is always in the **nominative case**. The noun or pronoun which denotes the person or thing towards which the action implied by the verb is directed is called the **object**. The same verb may be **Transitive** or **Intransitive**, according as it *is* or *is not* followed by an object; as, *The bird sings a song* (trans.); *The bird sings* (intrans.).

Intransitive verbs may, by the addition of a preposition, become transitive; as, *He laughs*, *he laughs at me*; *he stares*, *he stares at the Pacific*.

Transitive verbs may be used *reflexively* and *reciprocally*; as, *He praises himself*; *They love one another*.

Verbs which are used in the third person only are termed **Impersonal Verbs**; as, *It rains*; *It freezes*; *It seems* (=it seems to me); *It thinks* (=it appears to me).

Verbs have the accidents of **Voice**, **Mood**, **Tense**, **Number**, and **Person**.

Voice.

Transitive verbs have two Voices, the **Active Voice** and the **Passive Voice**. A verb is said to be in the **Active Voice** when the subject of the verb is the *doer of the action* implied by it; as, The boy *writes* a letter.

A verb is in the **Passive Voice** when the subject of the Verb denotes the *object of the action* implied by it; as, The letter *was written* by the boy.

The passive voice is formed by prefixing the various tenses of the verb *be* to the past participle; as, The letter *was written*; The house *has been built*.

Another way of expressing the passive is exemplified in such sentences as, The house *is being built*; The house *is a-building* (= *on building*), where "*building*" is a verbal noun.

Mood.

Mood is that form of the verb which indicates the *mode* in which an action or condition is asserted of a subject. There are four Moods: the **Indicative**, the **Subjunctive**, the **Imperative**, and the **Infinitive**.

The **Indicative Mood** is that form of the verb which *indicates* a direct statement or a direct question; as, The sun *shines*; Who *art* thou?

The **Subjunctive Mood** is used to express *possibility*, *uncertainty*, and *dependency*; as, I would come if I *could*; Would that he *were* here; Speak softly lest they *should* hear thee.

This mood is termed *subjunctive* because it is used in a *subjoined* or *dependent* sentence.

The subjunctive form of the verb is gradually falling into disuse, its place being supplied by the indicative, or by a compound form with *may*, *might*, *should*, *would*; as, See whether they *are* coming; If it *should* happen that I am not here :—instead of "If it *happen*."

The subjunctive mood generally follows the conjunctions *if, whether, provided, though, that, so that, lest, until, till, ere, unless, except* ; but it should be observed that these conjunctions are no parts of the mood itself.

As will be seen hereafter, the verb *to be* has very distinct forms for the subjunctive.

The **Imperative Mood** is that form of the verb which indicates a command ; as, *Fold your arms ; Let us think of them that sleep.*

In such sentences as, *Let us think, Let me go, &c., let* must be parsed apart from the verb that follows it.

The imperative mood is used only in the second person. *Let us think*, is an abbreviated form of *You or thou let us think*. An entreaty or wish is a mild form of command ; as, *Forgive us our trespasses*. An imperative sense is frequently conveyed by the word *shall*, as in such sentences as the following : “*Thou shalt not steal ;*” *You shall not have your way.*

The **Infinitive Mood** is that form which expresses the idea of the verb in the most general way ; as, *to be ; to love.*

The infinitive is now generally known by the prefix *to*. Formerly the infinitive was expressed by the suffix *an* ; as, *drinc-an, to drink*.

After the verbs *may, can, shall, will, must, let, do*, and usually after the verbs *dare, bid, make, see, hear, feel, need*, the infinitive is used without the *to* ; as, *I bid you leave the room ; How dare you say so ? &c.*

To be or *not to be* is the question (subject infinitive) ; *He likes to hear you* (object infinitive) ; *A house to let, fair to see* (old dative infinitives).

The **Gerund** is a **Verbal Noun** ending in *ing*, and is almost identical in meaning with the Infinitive ; as, *seeing, believing, reading*. A **Participle** is a **Verbal Adjective**.

The participle ends in *ed, en, or ing*. The participle ending in *ing* is called the **Present or Imperfect**, and that ending in *en* or *ed* the **Passive or Perfect**

participle. The name participle is given to these forms of the verb because they *participate* in the nature of both adjectives and verbs.

The following examples will serve to show the difference between a gerund or verbal noun, a real noun, and a participle in *ing* :—

“He hears the *murmuring* of the seas” (Noun).

“Our birth is but a sleep and a *forgetting*” (Noun).

“*Seeing* is *believing*” (Gerund). You gain nothing by *denying* this (Gerund). “The shepherds sat *chatting* in a rustic row” (Part.).

“She, crowned with olive green, came softly *sliding* Down through the *turning* sphere.” (Part.)

Tense.

Tense is that form of the verb which serves to indicate the *time* to which an action or event is referred. The word is derived from the Latin *tempus*, time.

There are three principal tenses, corresponding to the three natural divisions of time—**Present**, **Past**, and **Future** ; as—

Present Tense	I <i>write</i> .
Past Tense	I <i>wrote</i> .
Future Tense	I <i>shall write</i> .
	You <i>will write</i> .
	He <i>will write</i> .

Each Tense has three forms to indicate the different *stages* in which an action may be ; as—

The Indefinite Stage—I *write*

The Progressive or Incomplete Stage—I *am writing*.

The Perfect or Complete Stage—I *have written*.

The words *be*, *have*, *shall*, *will*, *do*, &c., which aid in forming the different tenses, are called **Auxiliary Verbs**.

ACTIVE VOICE.

PASSIVE VOICE.

TABLE OF TENSES.

ACTIVE VOICE.		PASSIVE VOICE.	
Tense.	Indefinite.	Incomplete.	Complete.
<i>Present</i>	I love I <i>do</i> love (emphatic)	I am loving	I have loved
<i>Past</i>	I loved I <i>did</i> love (emphatic)	I was loving	I had loved
<i>Future</i>	I shall love I <i>will</i> love (emphatic)	I shall be loving	I shall have loved
PASSIVE VOICE.		ACTIVE VOICE.	
Tense.	Indefinite.	Incomplete.	Complete.
<i>Present</i>	I am loved	I am being loved	I have been loved
<i>Past</i>	I was loved	I was being loved	I had been loved
<i>Future</i>	I shall be loved		I shall have been loved

Number and Person.

Verbs, like Nouns, have two numbers, **Singular** and **Plural**. The verb is **Singular** when the Subject or Nominative with which it agrees is

Singular, and Plural when the subject it agrees with is Plural. The Plural of all verbs, save the verb *to be*, is uninflected.

Verbs, like Pronouns, are inflected for Person; they may be of the first, second, or third person.

The plural has no distinct endings to mark person; as, *We love, they love*. The first person singular is uninflected for person; as, *I love*.

The second person singular has its person indicated by the ending *est*; as, *Thou lov-est*.

The third person singular (present) has its person marked by the endings *s* and *eth*; as, *He love-s* or *lov-eth*.

The subjunctive mood has no endings to mark person, the above being confined entirely to the indicative mood. Person-endings might easily be dispensed with; for the verb accords in person with its subject, and therefore, if the person of the latter be known, the person of the former becomes known also, without any reference to its ending.

Conjugation.

By the Conjugation of a verb is meant its inflexion for Voice, Mood, Tense, Number, and Person.

Verbs may be divided into two great classes, according to the manner in which their Past Tense is formed.

1. Verbs that make their Past Tense by adding *d*, *ed*, or *t* to the Present are called **Weak Verbs**; as, *love, love-d*; *weep, wep-t*.

2. Verbs that form their Past Tense by changing the vowel of the Present are called **Strong Verbs**; as, *write, wrote*.

Weak verbs are sometimes termed *regular*, and strong verbs *irregular*.

Care should be taken not to confound the shortening of a vowel with a change of vowel. In *freeze, froze*, the vowel is changed; but in *weep, wept*, the vowel is merely shortened.

Strong verbs become weak when they have the ending *d* or *t*. Some weak verbs have both a change of vowel and the ending *d* or *t*; as, *buy*, *bought*.

Alphabetical list of Strong Verbs.

(The forms in *italics* are old, and for the most part obsolete.)

<i>Present.</i>	<i>Past.</i>	<i>Passive Participle.</i>
abide	abode	abode
arise	arose	arisen
awake	awoke or <i>awaked</i> .	awoke or awaked
bake	baked	baken or baked
bear (to bring forth)	bore or <i>bare</i> . .	born
bear (to carry) .	bore or <i>bare</i> . .	borne
beat	beat	beaten
begin	began	begun
behold	beheld	beheld or beholden
bid	bade or bid . .	bidden or bid
bind	bound	bound or <i>bounden</i>
bite	bit	bitten or bit
blow	blew	blown
break	broke or <i>brake</i> .	broken
burst	burst	burst or <i>bursten</i>
chide	chid or <i>chode</i> .	chid or chidden
choose	chose or <i>chase</i> .	chosen
cleave (to split) .	clove, cleft, or <i>clave</i>	cloven or cleft
climb	climbed or <i>clomb</i>	climbed
cling	clung	clung
come	came	come
crow	crew or crowed .	crown or crowed
do	did	done
draw	drew	drawn
drink	drank	drunk or drunken
drive	drove or <i>drave</i> .	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought or <i>foughten</i>
find	found	found
fling	flung or <i>flang</i> .	flung
fly	flew	flown
forbear	forbore	forborne
forget	forgot or <i>forgat</i> .	forgotten or forgot
forsake	forsook	forsaken

<i>Present.</i>	<i>Past.</i>	<i>Passive Participle.</i>
freeze	froze	frozen, <i>frozn</i> , or <i>froze</i>
get	got or <i>gat</i>	gotten or got
give	gave	given
go	went	gone
grave	graved	graven
engrave	engraved	engraven or engraved
grind	ground	ground
grow	grew	grown
hang	hung or hanged	hung or hanged
heave	heaved or hove	heaved
help	helped	helped or holpen
hew	hewed	hewed or hewn
hold	held	held or holden
know	knew	known
lade	laded	laded, laden, or laden
lie	lay	lain or <i>lien</i>
lose	lost	lost, lorn (forlorn)
melt	melted	melted or molten
mow	mowed	mowed or mown
ride	rode or rid	ridden
ring	rang or rung	rung
rise	rose	risen
rive	rived	rived or riven
run	ran	run
see	saw	seen
seethe	seethed or sod	seethed, sodden, or sod
shake	shook	shaken
shave	shaved	shaved or shaven
shear	sheared or <i>shore</i>	sheared or shorn
shine	shone or shined	shone or <i>shined</i>
shoot	shot	shot or shotten
shrink	shrank or <i>shrunk</i>	shrunk or shrunken
sing	sang or <i>sung</i>	sung
sink	sank	sunk or sunken
sit	sat	sat or <i>sitten</i>
slay	slew	slain
slide	slid	slid or <i>slidden</i>
sling	slung or slang	slung
slink	slank	slunk
smite	smote or <i>smit</i>	smitten or <i>smit</i>

<i>Present.</i>	<i>Past.</i>	<i>Passive Participle.</i>
sow	sowed	sowed or sown
speak	spoke or spake	spoken
spin	spun or span	spun
spring	sprang or sprung	sprung
stand	stood	stood
steal	stole or stole	stolen
sting	stung or stang	stung
stink	stank	stunk
stride	strode or strid	stridden
strike	struck	struck or stricken
strive	strove	striven
swear	swore or <i>sware</i>	sworn
swell	swelled	swelled or swollen
swim	swam or <i>swum</i>	swam
swing	swang	swung
take	took	taken
tear	tore or tare	torn
thrive	thrived or throve	thrived or thriven
throw	threw	thrown
tread	trod	trod or trodden
wake	waked or woke	waked
weave	wove	woven
win	won or <i>wan</i>	won
wind	wound	wound
wring	wrung or <i>wrang</i>	wrung
write	wrote or <i>writ</i>	written or <i>writ</i>
wear	wore	worn

NOTES AND OBSERVATIONS.

Awake is used in a transitive sense and in an intransitive sense. Of the two forms of the past tense, the first, *awoke*, is now generally used when the verb is transitive, and the second, *awaked*, is used only when the verb is intransitive.

Went, the past tense of *go*, is a form borrowed from the verb *wend*, *to go*.

Hove, the past tense of *heave*, is used only in the nautical phrase, "*hove to*." The form *heaved* is that which is used in all other cases.

Hanged is the form used when the verb means "*to cause death by hanging*." In all other cases the form *hung* is usually preferred.

Broke, *forsook*, *stole*, *wrote*, &c., are frequently found in

the writings of Shakspeare and others as passive participles.

The past tense and passive participle of *lie* should not be confounded with the past tense and passive participle of *lay*. The former verb is intransitive, the latter is transitive.

lie, lay, lain, strong verb, intransitive.

lay, laid, laid, weak verb, transitive.

Similarly *fall, rise, sit, stand, suck, drink*, are intransitive; the corresponding transitive verbs being *fell, raise, set, stay, soak* and *suckle, drench*.

Weak Verbs (apparently irregular).

<i>Present.</i>	<i>Past.</i>	<i>Passive Participle.</i>
bend	bent	bent or bended
bereave . . .	bereft or bereaved	bereft or bereaved
beseech . . .	besought . . .	besought
bleed	bled	bled
breed	bred	bred
bring	brought	brought
build	built or <i>build</i>	built or <i>build</i>
burn	burnt or <i>burned</i>	burnt or <i>burned</i>
buy	bought	bought
cast	cast	cast
catch	caught	caught
cleave	cleft	cleft
clothe	clad or clothed	clad or clothed
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dream	dreamt or dreamed	dreamt or dreamed
dwelt	dwelt	dwelt
feed	fed	fed
feel	felt	felt
flee	fled	fled
gild	gilt or gilded . .	gilt or gilded
gird	girt or <i>girded</i> . .	girt or <i>girded</i>
have	had	had
hide	hid	hid or hidden
hit	hit	hit
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt

<i>Present.</i>	<i>Past.</i>	<i>Passive Participle.</i>
knit	knit	knit
lay	laid	laid
lead	led	led
lean	leant or leaned .	leant or leaned
learn	learnt or learned .	learnt or learned
leap	leapt	leapt
leave	left	left
let	let	let
light	lit or lighted . .	lit or lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
pen	pent or penned .	pent or penned
put	put	put
rap (to enrap- ture)	rapt	rapt
read	read	read
rend	rent	rent
rid	rid	rid
rot	rotted	rotten or rotted
say	said	said
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shed	shed	shed
shoe	shod	shod
shred	shred	shred
shut	shut	shut
sleep	slept	slept
slit	slit	slit
speed	sped	sped
spell	spelt	spelt
spend	spent	spent
spill	spilt	spilt
spit	spit, spat, or spitted	spit or spitten
split	split	split
spread	spread	spread
stay	staid or stayed .	staid or stayed
sweat	sweat	sweat
sweep	swept	swept
teach	taught	taught

<i>Present.</i>	<i>Past.</i>	<i>Passive Participle.</i>
tell . . .	told	told
think . . .	thought	thought
thrust . . .	thrust	thrust
weep . . .	wept	wept
wend . . .	went or wended . . .	wended
wet . . .	wet or wetted . . .	wet or wetted
whet . . .	whet or whetted . . .	whet or whetted
work . . .	wrought or worked . . .	wrought or worked

Anomalous and Defective Verbs.

TO BE.

INDICATIVE MOOD.

Present Tense.

<i>Sing.</i>		<i>Plur.</i>
1st Person . .	<i>I am.</i>	1st Person . . <i>We are.</i>
2nd Person . .	<i>Thou art.</i>	2nd Person . . <i>Ye, you are.</i>
3rd Person . .	<i>He is.</i>	3rd Person . . <i>They are.</i>

Past Tense.

<i>Sing.</i>		<i>Plur.</i>
1st Person . .	<i>I was.</i>	1st Person . . <i>We were.</i>
2nd Person . .	<i>Thou wast.</i>	2nd Person . . <i>Ye, you were.</i>
3rd Person . .	<i>He was.</i>	3rd Person . . <i>They were.</i>

SUBJUNCTIVE MOOD.

Present Tense.

<i>Sing.</i>		<i>Plur.</i>
1st Person (If &c.)	<i>I be.</i>	1st Person (If &c.) <i>We be.</i>
2nd Person . .	<i>Thou be.</i>	2nd Person . . <i>Ye, you be.</i>
3rd Person . .	<i>He be.</i>	3rd Person . . <i>They be.</i>

Past Tense.

<i>Sing.</i>		<i>Plur.</i>
1st Person (If &c.)	<i>I were.</i>	1st Person (If &c.) <i>We were.</i>
2nd Person . .	<i>Thou wert.</i>	2nd Person . . <i>Ye, you were.</i>
3rd Person . .	<i>He were.</i>	3rd Person . . <i>They were.</i>

*Present.**Past.**Passive.*

knit	knit	knit
lay	laid	laid
lead	led	led
lean	leant or leaned	leant
learn	learnt or learned	learnt
leap	leapt	leapt
leave	left	left
let	let	let
light	lit or lighted	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
pen	pent or penned	pent
put	put	put
rap (to	rapt	rapt
ture)	enrap-	
read	read	read
rend	rent	rent
rid	rid	rid
rot	rotted	rotted
say	said	said
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shed	shed	shed
shoe	shod	shod
shred	shred	shred
shut		

HAVE Mood.

Plur.

2nd Person . . . Do ye, you.

HAVE Mood.

do.

GERUND.

Doing.

PARTICIPLES.

. . . Doing.

. . . Done.

HAVE.

INDICATIVE MOOD.

Present Tense.

*I have.**Thou hast.**He has.**Plur.*

1st Person . . . We have.

2nd Person . . . Ye, you have.

3rd Person . . . They have.

Past Tense.

*ing.**I had.**Thou hadst.**He had.**Plur.*

1st Person . . . We had.

2nd Person . . . Ye, you had.

3rd Person . . . They had.

IMPERATIVE MOOD.

Sing.

2nd Person . . . Have (thou). | 2nd Person . . . Have (ye, you).

Plur.

INFINITIVE MOOD.

To have.

GERUND.

Having.

PARTICIPLES.

Present . . . Having.

Passive . . . Had.

IMPERATIVE MOOD.

<i>Sing.</i>		<i>Plur.</i>	
2nd Person . . .	Be thou.	2nd Person . . .	Be ye, you.

INFINITIVE MOOD.

To be.

GERUND.

Being.

PARTICIPLES.

Present . . . Being.*Passive* . . . Been.

CAN.

INDICATIVE MOOD.

Present Tense.

<i>Sing.</i>		<i>Plur.</i>	
1st Person .	I can.	1st Person .	We can.
2nd Person .	Thou canst.	2nd Person .	Ye, you can.
3rd Person .	He can.	3rd Person .	They can.

Past Tense.

<i>Sing.</i>		<i>Plur.</i>	
1st Person .	I could.	1st Person .	We could.
2nd Person .	Thou couldst.	2nd Person .	Ye, you could.
3rd Person .	He could.	3rd Person .	They could.

DO.

INDICATIVE MOOD.

Present Tense.

<i>Sing.</i>		<i>Plur.</i>	
1st Person	I do.	1st Person .	We do.
2nd Person	Thou dost, doest.	2nd Person .	Ye, you do.
3rd Person	He does, doeth, doth.	3rd Person .	They do.

Past Tense.

<i>Sing.</i>		<i>Plur.</i>	
1st Person .	I did.	1st Person .	We did.
2nd Person .	Thou didst.	2nd Person .	Ye, you did.
3rd Person .	He did.	3rd Person .	They did.

IMPERATIVE MOOD.

<i>Sing.</i>		<i>Plur.</i>
2nd Person . .	Do thou.	2nd Person . . Do ye, you.

INFINITIVE MOOD.

To do.

GERUND.

Doing.

PARTICIPLES.

<i>Present</i> . . .	Doing.
<i>Passive</i> . . .	Done.

HAVE.

INDICATIVE MOOD.

Present Tense.

<i>Sing.</i>		<i>Plur.</i>
1st Person . .	I have.	1st Person . . We have.
2nd Person . .	Thou hast.	2nd Person . . Ye, you have.
3rd Person . .	He has.	3rd Person . . They have.

Past Tense.

<i>Sing.</i>		<i>Plur.</i>
1st Person . .	I had.	1st Person . . We had.
2nd Person . .	Thou hadst.	2nd Person . . Ye, you had.
3rd Person . .	He had.	3rd Person . . They had.

IMPERATIVE MOOD.

<i>Sing.</i>		<i>Plur.</i>
2nd Person . .	Have (thou).	2nd Person . . Have (ye, you).

INFINITIVE MOOD.

To have.

GERUND.

Having.

PARTICIPLES.

<i>Present</i> . . .	Having.
<i>Passive</i> . . .	Had.

WILL.

INDICATIVE MOOD.

Present Tense.

<i>Sing.</i>		<i>Plur.</i>	
1st Person . .	<i>I will.</i>	1st Person . .	<i>We will.</i>
2nd Person . .	<i>Thou wilt.</i>	2nd Person . .	<i>Ye, you will.</i>
3rd Person . .	<i>He will.</i>	3rd Person . .	<i>They will.</i>

Past Tense.

<i>Sing.</i>		<i>Plur.</i>	
1st Person . .	<i>I would.</i>	1st Person . .	<i>We would.</i>
2nd Person . .	<i>Thou wouldst.</i>	2nd Person . .	<i>Ye, you would.</i>
3rd Person . .	<i>He would.</i>	3rd Person . .	<i>They would.</i>

SHALL.

INDICATIVE MOOD.

Present Tense.

<i>Sing.</i>		<i>Plur.</i>	
1st Person . .	<i>I shall.</i>	1st Person . .	<i>We shall.</i>
2nd Person . .	<i>Thou shalt.</i>	2nd Person . .	<i>Ye, you shall.</i>
3rd Person . .	<i>He shall.</i>	3rd Person . .	<i>They shall.</i>

Past Tense.

<i>Sing.</i>		<i>Plur.</i>	
1st Person . .	<i>I should.</i>	1st Person . .	<i>We should.</i>
2nd Person . .	<i>Thou shouldst.</i>	2nd Person . .	<i>Ye, you should.</i>
3rd Person . .	<i>He should.</i>	3rd Person . .	<i>They should.</i>

MAY.

INDICATIVE MOOD.

Present Tense.

<i>Sing.</i>		<i>Plur.</i>	
1st Person . .	<i>I may.</i>	1st Person . .	<i>We may.</i>
2nd Person . .	<i>Thou mayest,</i> <i>or mayst.</i>	2nd Person . .	<i>Ye, you may.</i>
3rd Person . .	<i>He may.</i>	3rd Person . .	<i>They may.</i>

Past Tense.

<i>Sing.</i>	<i>Plur.</i>
1st Person . <i>I might.</i>	1st Person . <i>We might.</i>
2nd Person . <i>Thou mightest,</i> or <i>mightst.</i>	2nd Person . <i>Ye, you might.</i>
3rd Person . <i>He might.</i>	3rd Person . <i>They might.</i>

OWE.

INDICATIVE MOOD.

Present Tense.

<i>Sing.</i>	<i>Plur.</i>
1st Person . . <i>I owe.</i>	1st Person . . <i>We owe.</i>
2nd Person . . <i>Thou owest.</i>	2nd Person . . <i>Ye, you owe.</i>
3rd Person . . <i>He owes.</i>	3rd Person . . <i>They owe.</i>

Past Tense.

<i>Sing.</i>	<i>Plur.</i>
1st Person . <i>I ought.</i>	1st Person . <i>We ought.</i>
2nd Person . <i>Thou oughtest.</i>	2nd Person . <i>Ye, you ought.</i>
3rd Person . <i>He ought.</i>	3rd Person . <i>They ought.</i>

DARE.

INDICATIVE MOOD.

Present Tense.

<i>Sing.</i>	<i>Plur.</i>
1st Person . . <i>I dare.</i>	1st Person . . <i>We dare.</i>
2nd Person . . <i>Thou darest,</i> or <i>darst.</i>	2nd Person . . <i>Ye, you dare.</i>
3rd Person . . <i>He dares, or</i> <i>dare.</i>	3rd Person . . <i>They dare.</i>

Past Tense.

<i>Sing.</i>	<i>Plur.</i>
1st Person . . <i>I durst.</i>	1st Person . . <i>We durst.</i>
2nd Person . . <i>Thou durst.</i>	2nd Person . . <i>Ye, you durst.</i>
3rd Person . . <i>He durst.</i>	3rd Person . . <i>They durst.</i>

HINTS AND OBSERVATIONS.

The verb *is*, when it means *exists* or *lives*, as in the sentence "*God is*," is not an auxiliary, but a principal verb.

The verb *do* occurs both as a principal and as an auxiliary verb. As an auxiliary it is used (1) in *negative sentences*, (2) in *interrogative sentences*, and (3) in *emphatic sentences*. The verb which is immediately connected with *do*, in such sentences, is in the infinitive mood; as *know* and *see* in the sentences, "*Do you know him?*" "*I do not see it.*" *Do*, in such a sentence as "*It will never do*," has a different meaning from that of the ordinary word *do=act*.

Will expresses *determination* or *purpose* in the 1st person, but in the 2nd and 3rd persons it generally expresses *simple futurity*. It is conjugated regularly when it means *to desire*, or *to exercise the will*.

Shall formerly meant *to owe*, and in the 2nd and 3rd persons it has this sense even now. In these cases it is a principal, and not an auxiliary verb. It is an auxiliary only in the 1st person, and in interrogative sentences in the 2nd person.

The verb *may*, like *shall*, *do*, &c., is followed by the infinitive mood without *to*. It originally meant *ability*, but now generally indicates *permission*. It should be treated as a principal, and not as an auxiliary verb.

Must is never used as an auxiliary. It is followed by the infinitive without *to*.

The verb *owe*, when it means *to be in debt*, is perfectly regular in its conjugation.

Hast, *has*, *hath*, *had*, are contractions respectively of *havest*, *haves*, *haveth*, and *haved*.

The verb *dare*, when it means *to challenge*, is conjugated regularly.

The verb *need*, like *dare*, sometimes has the *s* omitted in its 3rd person singular.

Quoth=said. It is now almost obsolete. It always precedes its subject, and occurs only in the phrases, "*Quoth I*," "*Quoth he*."

Wot=to know. It frequently occurs in Scripture. Its past tense is *wist*.

Me-lists=It pleases me.

Woe worth the day=Woe befall the day (Dat.).

Yclept=*called*.

Hight=*named*.

Dight=*adorned, or decked*.

Auxiliary Verbs.

Auxiliary verbs are those which aid in forming the tenses of other verbs. They are, **be, shall, will, have, do**. The verb *to be* aids in forming the passive voice of verbs; as, "*He was loved,*" "*They were slain.*"

ADVERBS.

An **Adverb** is a word which is used with verbs, adjectives, or other adverbs, to modify their meaning; as, "*She sings well,*" "*He is very tall,*" "*You read too slowly.*"

Some adverbs not only *modify* the meaning of the verb, adjective, or other adverb in a sentence, but also *connect* clauses and sentences together. Thus, in the well-known couplet—

"I remember, I remember
The house *where* I was born,"

the adverb *where* (=and *there*) not only modifies the meaning of the verb "*was born,*" but also joins the sentences, "*I was born,*" and "*I remember the house.*"

It may therefore be termed a *connective* or *relative adverb*.

Nearly all adverbs are derived from other parts of speech. Thus we have—

1. Adverbs derived from **Nouns**: *needs, seldom, whilom, always, sideways, sometimes, ever, never, whilst, away, across, ashore, piecemeal, &c.*

2. Adverbs derived from **Adjectives**: *merrily, prettily, &c.; once, twice, thrice, first, secondly, thirdly, fourthly, &c.; much, soon, late, yet, &c.*

3. Adverbs derived from **Pronouns**: *here, there, where, hence, thence, whence, hither, thither, how, then, thus, &c.*

(Most of these adverbs have a connective force.)

D

4. Adverbs derived from **Prepositions**: *by and by, to and fro, too, off, before, above, within, forthwith, upwards, downwards, &c.*

The following are some of the principal **phrase-adverbs** in common use: *in general, in short, at large, at random, at the full, at the best, at the worst, in vain, of yore, of late, on a sudden, for the nonce, to be sure, as it were, after all, to wit, pell-mell, upside down, topsy-turvey, by turns, higgledy-piggledy, not at all, in the main, so far, as to that, at a venture, at cross purposes, in the dark, spick and span, by hook or by crook, from above.*

CLASSIFICATION OF ADVERBS.

Adverbs may be divided into the following classes:—

1. Adverbs of **time**: *then, when, now, often, while, meanwhile, whilst, whilom, soon, since, often, before, after, afterwards, recently, presently, directly, instantly, immediately, forthwith, to-day, yesterday, at present, lately, ago, of yore, to-morrow, by and by, again, seldom, daily, still, ever, first, last, never, aye, &c.*

2. Adverbs of **place**: *where, whence, whither, wherever, wheresoever, whithersoever, everywhere, nowhere, anywhere, elsewhere, somewhere, here, there, hither, thither, hence, thence, hitherwards, backwards, upwards, downwards, from above, aloft, from below, yonder, before, behind, within, without, &c.*

3. Adverbs of **sequence or order**: *first, secondly, thirdly, fourthly, lastly, finally, &c.*

4. Adverbs of **repetition** (=adverbs of time): *once, twice, thrice, often, seldom, weekly, daily, constantly, &c.*

5. Adverbs of **degree**: *much, little, very, too, almost, well-nigh, quite, rather, altogether, enough, wholly, half, more, most, less, least, scarce, far, exceedingly, partly, entirely, utterly, no* (in such phrases as *no better, no worse, &c.*), *the* (before comparatives, as in "*the more the merrier,*" &c.), *as, than, &c.*

6. Adverbs of **cause and effect and argument**: *why, therefore, wherefore, accordingly, hence, thence, whence, so, &c.*

7. Adverbs of **affirmation and negation**: *yes, indeed, verily, in truth, no, nay, not, yea, truly, aye, nowise, forsooth, &c.*

COMPARISON OF ADVERBS.

The comparison of adverbs is generally indicated by *more* and *most*; as, *recently, more recently, most recently*. But some adverbs form their comparatives in *er*, and their superlatives in *est*; as, *often, oftener, oftenest; soon, sooner, soonest*.

The following adverbs are compared irregularly :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
well	better	best
ill, badly, evilly .	worse	worst
much	more	most
little	less	least
far	farther	farthest
(forth)	further	furthest
nigh, near	nigher, nearer . .	next, nearest
late	later	latest, last
(rather=early, an adjective)	rather	(rather)
	(ere)	erst
lief=willingly .	(liever)	

NOTES AND OBSERVATIONS.

Adverbs derived from interrogative pronouns are sometimes called *interrogative adverbs*; as, *how, why, &c.*

The adverb *there*, in such sentences as "*There* is a garden in her face," "*There* was a time," &c., is sometimes termed an *introductory adverb*.

The adverbs *yes, no, ay, yea*, do not modify the meaning of verbs, adjectives, or other adverbs; hence they are said by some grammarians to be *interjections*. Strictly speaking, they are not parts of sentences, but are words used instead of sentences.

Farther and *farthest* are used in reference to distance, *further* and *furthest* in reference to order.

Near is a comparative form, and *nearer* is therefore a double comparative.

First is to be preferred to *firstly*.

Adverbs are frequently identical in form with adjectives; as, "*He walks fast*," "*A fast steamer*;" "*A pretty child*," "*She sings pretty well*."

PREPOSITIONS.

Prepositions mark the relations between nouns and other words in a sentence ; as, "The book is *on* the table, *under* the table, *near* the table," &c.

A preposition may connect—

1. A *noun* or *pronoun* with another *noun* or *pronoun* ; as, "There is a bird *in* the air."

2. A *noun* or *pronoun* with an *adjective* ; as, "He is frantic *with* joy."

3. A *noun* or *pronoun* with a *verb* ; as, "Clouds gather *round* the sun."

The nouns or pronouns which immediately follow the preposition, and which are joined by it to some preceding noun, adjective, or verb, are said to be governed by it, and are always in the objective case.

The preposition (*præ-positio* = placing before) generally *precedes* the noun or pronoun which it governs. In the following sentence the relative pronoun *which* is followed by the preposition governing it :—

"A single field *which* I have looked *upon*."

CLASSIFICATION OF PREPOSITIONS.

Prepositions may be divided into two classes : (1) **Simple Prepositions**, and (2) **Compound Prepositions**.

Simple Prepositions.

at	of	to
by	off	up
for	on	with
in	out	

Compound or Derived Prepositions.

about	after	amid
above	against	among
across	ahead	<i>anent</i>
adown	along	around

athwart	except	saving
<i>because</i>	excepting	since
below	from	through
beneath	into	throughout
beside	<i>maugre</i>	till
besides	near	touching
between	notwithstanding	towards
betwixt	outside	under
beyond	over	underneath
but	past	until
concerning	respecting	upon
down	round	within
during	save	without

The following are some of the chief phrase-prepositions :—

according to	in front of
agreeably to	in lieu of
along with	in opposition to
apropos of	in the point of
by means of	in quest of
by reason of	in regard to
by virtue of	with regard to
exclusive of	in reply to
in accordance with	with reference to
in addition to	in respect of
in behalf of	in search of
in case of	on account of
in comparison to	on the plea of
in compliance with	with a view to
in consequence of	previous to
in defiance of	relatively to
in spite of	round about
instead of	for the sake of, &c.
in favour of	

NOTES AND OBSERVATIONS.

Some words are used both as adverbs and prepositions. Such are, *above*, *after*, *below*, *up*, &c.

The word *since* is used as an adverb, conjunction, and preposition; thus—

(1) He has not been seen *since* (Adv.).

(2) It is supposed that he is dead, *since* he has not been seen (Conj.).

(3) He has not been seen *since* his departure (Prep.).

But is a *preposition* when it means *except*; as, I lost all I had *but* my character.

But is sometimes an *adverb*; as, If I had *but* the slightest chance, &c.

But is generally used as a *conjunction*; as, He came, *but* did not remain long.

After is used as an *adjective*, *adverb*, *conjunction*, and *preposition*; as—

(1.) The *after* part of the vessel (Adj.).

(2.) The man that speaks *after* (Adv.).

(3.) He left the house *after* dinner (Prep.).

(4.) He would not speak to me *after* I had said so (Conj.).

Besides is never used when *place* is indicated. He stood *beside* me, not *besides* me.

Anent = concerning.

Malgré = in spite of (Fr. *malgré*).

CONJUNCTIONS.

Conjunctions are words which join sentences; as, "The sky was clear, *and* there was a pleasant breeze."

The conjunction *and* sometimes joins two words only; as, Two *and* two are four.

The following is a list of the conjunctions in common use: *and*, *hence*, *how* so, *also*, *as*, *just* as, *whereas*, *lest*, *then*, *than*, *thence*, *though*, *although*, *therefore*, *whereupon*, *as far* as, *in so far* as, *whence*, *whether*, *either*, *neither*, *or*, *nor*, *while*, *in case*, *upon condition*, *in order* that, *otherwise*, *likewise*, *on the one hand*, *on the other hand*, *on the contrary*, *because*, *besides*, *on purpose* that, *at times*, *if*, *even*, *alike*, *accordingly*, *consequently*, *directly*, *finally*, *lastly*, *eventually*, *ultimately*, *namely*, *only*, *partly*—*partly*, *furthermore*, *moreover*, *now*—*now*, *anon*, *lest*, *unless*, *after*, *before*, *but*, *for*, *in* (that), *since*, *notwithstanding*, *except*, *excepting*, *save*, *saving*, *to wit*, viz., *say*, *suppose*, *considering*, *providing*, *seeing* that, *granting* that, *in order* that, *so* that, *to the end* that, *how* be it, *albeit*, *nevertheless*, *notwithstanding*, *that is* (i.e.), *that is to say*, *maybe*, *were it not*, *provided* that, *be it* so, *not only*, *but also*, *eke* (=also).

CLASSIFICATION OF CONJUNCTIONS.

Conjunctions may be divided into two great classes, Co-ordinate and Subordinate.

Co-ordinate conjunctions are those which join two *independent* sentences; as, "The way was long *and* the wind was cold."

Subordinate conjunctions are those which join *principal* sentences to others which are *dependent* upon them; as, "I will come *if* you will."

Conjunctions which go together in pairs are called **Correlatives**. They are, *both—and, what—and, either—or, neither—nor, on the one hand—on the other hand, &c.*

INTERJECTIONS.

Interjections are words which are used to express a sudden outburst of feeling or emotion. Strictly speaking, they are not "parts of speech," for they have no grammatical connection with the other words of a sentence.

The following are a few of the interjections in ordinary use: *ah! oh! alas! dear me! heigho! hurrah! huzza! hey! heyday! eh! ha, ha, ha! what! why! how! lo! la! aha! ho! hi! fie! fudge! pooh! bah! pish! pshaw! pshah! tut! whew! ugh! avaunt! for shame! indeed! hem! hark! look! see! hist! whist! tush! hum! humph! dash! splash! bang! whiz!*

FORMATION OF WORDS.

Words are **Simple and Complex**.

A **Simple Word** or **Root** is a word that cannot be reduced to a more elementary form; as, *sun*, *sweet*, *see*.

Complex Words are such as are made up of other words by *Composition* or *Derivation*.

Words made up of two or more distinct words are called **Compound Words**; as, *playtime*, *fatherland*, *jawbone*, *topsail*.

Words formed from other words by a change of form, or by the addition of parts which never exist separately, are called **Derivatives**; as *ring-let*, *wis-dom*, *learn-ed*, *learn-ing*.

Particles which precede the root are called **Prefixes**; as, *be-neath*, *with-stand*, *post-pone*.

Particles which are placed after the root are called **Suffixes**; as, *boy-hood*, *friend-ship*, *act-or*, *ac-id*.

Compound Words.**I. NOUNS.**

1. **Noun+Noun**: *sea-man*, *wood-land*.
2. **Pronoun+Noun**: *he-goat*, *she-goat*.
3. **Verb+Noun**: *cut-throat*, *tell-tale*.
4. **Adverbial prefix+Noun**: *fore-taste*, *after-thought*.
5. **Phrase-nouns**: *forget-me-not*, *reading-made-easy*.

II. ADJECTIVES.

1. **Noun+Adjective**: *sea-green*, *land-locked*.
2. **Adjective+Adjective**: *light-hearted*, *red-roan*.

III. VERBS.

1. **Noun+Verb**: *brow-beat*, *back-bite*.
2. **Adjective+Verb**: *white-wash*, *dry-nurses*.
3. **Verb+Adverb**: *cross-examine*, *up-heave*.

For Compound Pronouns, see pp. 27, 28, &c.

For Compound Adverbs, see pp. 49 and 50.

For Compound Prepositions, see pp. 52, 53.

English Prefixes.

a (on, from, off): *a-shore, a-go, a-down.*
after: *after-noon, after-thought.*
al (all): *al-one, al-most.*
be: *be-neath, be-speak, b-ut.*
for: *for-get, for-give.*
fore (before): *fore-cast, fore-tell.*
forth: *forth-coming.*
gain (against): *gain-say.*
in: *in-to, in-land.*
mis: *mis-trust, mis-take.*
of: *off-shoot, of-fal.*
on: *on-set, on-ward.*
out: *out-do, out-run.*
over: *over-do, over-coat.*
to: *to-day, to-gether.*
un (not): *un-kind, un-truth.*
un (back): *un-do, un-tie.*
under: *under-go, under-neath.*
up: *up-on, up-right.*
with (against): *with-stand, with-hold.*

English Suffixes.

I. NOUNS.

1. The *agent* or *doer*—

er, ar, or: *read-er, begg-ar, tail-or.*
ster: *song-ster, spin-ster* (female agent).

2. *Abstract Nouns*—

dom: *king-dom, free-dom.*
hood: *man-hood, girl-hood.* ←
head: *god-head.*
ing: *learn-ing, spell-ing* (gerunds).
ness: *sweet-ness, good-ness.*
red: *kind-red, hat-red.*
ship: *friend-ship, kin-ship.*
t: *sigh-t, heigh-t.*
th: *bread-th, heal-th.*

3. *Diminutives*—

en: *chick-en*
ie (y): *Ann-ie, Will-ie, Tomm-y.*

ing: *farth-ing*, *shill-ing*.
 ling: *gos-ling*, *duck-ling*.
 kin: *lamb-kin*, *nap-kin*.

II. ADJECTIVES.

ed: *learn-ed*, *wick-ed*.
 en: *gold-en*, *braz-en*.
 eous: *right-eous*, *bount-eous*.
 ern: *east-ern*, *west-ern*.
 fold: *four-fold*, *mani-fold*.
 ful: *mirth-ful*, *hope-ful*.
 ing: *pleas-ing*, *striking*.
 ish: *boy-ish*, *thiev-ish*.
 less: *use-less*, *penni-less*.
 like: *child-like*, *war-like*.
 ly: *man-ly*, *beast-ly*.
 some: *glad-some*, *hand-some*.
 teen: *thir-teen*, *four-teen*.
 th: *four-th*, *ten-th*.
 ty: *twen-ty*, *six-ty*.
 ward: *heaven-ward*, *home-ward*.
 y: *storm-y*, *dream-y*.

III. ADVERBS.

long, ling: *head-long*, *side-long*, *dark-ling*.
 ly: *eager-ly*, *cruel-ly*.
 meal: *piece-meal*, *limb-meal*.
 n: *whe-n*, *the-n*.
 om: *seld-om*, *whil-om*.
 re: *he-re*, *the-re*.
 s, ce: *need-s*, *on-ce*.
 st: *whil-st*.
 ther: *hi-ther*, *thi-ther*.
 ward, wards: *for-ward*, *north-wards*.
 way, ways: *straight-way*, *al-ways*.
 wise: *like-wise*, *other-wise*.

IV. VERBS.

en, n: *black-en*, *wid-en*, *lear-n*.
 er: *wand-er*, *glimm-er*.
 k: *tal-k*, *har-k*.
 le, l: *start-le*, *draw-l*.
 se: *clean-se*, *cur-se*.
 ster: *mu-ster*, *flu-ster*.

Latin and French Prefixes.

a, ab, abs (away, from): *a*-vert, *ab*-duction, *abs*-tract.
ad (to): *ad*-here, *ac*-cede, *al*-lude.
ante (before): *ante*-diluvian.
bene (well): *bene*-fit.
bi, bis (two, twice): *bi*-ped, *bis*-cuit.
circum (around): *circum*-navigate.
con, com, co (with): *con*-tend, *co*-operate.
contra (against): *contra*-dict.
de (down) *de*-scend.
demi (half): *demi*-quaver.
dis, dif, di (apart, not): *dis*-sent, *di*-lute, *dif*-fer.
ed, e (out of, from): *ex*-tract, *e*-duce, *ef*-ficiency.
extra (beyond): *extra*-vagrant.
in, en, em (in, into): *in*-duce, *en*-rich.
in (not): *in*-secure, *ir*-rational.
inter, intro, intra, enter (within, between): *inter*-cept, *intro*-duce, *intra*-mural, *enter*-prise.
male, mal (ill, badly): *male*-factor, *mal*-formation.
mis: *mis*-chance.
non (not): *non*-conformist.
ob (over, against): *ob*-struct, *op*-posite.
par, per, pel (through): *par*-don, *per*-vade, *pel*-lucid.
post (after): *post*-pone.
pre (before): *pre*-ordain.
præter (beside, past): *præter*-natural.
pur (forth): *pur*-chase.
pro, por, pol (forward): *pro*-mote, *por*-tend, *pol*-lute.
re (back, again): *re*-produce, *re*-lease.
retro (backwards): *retro*-grade.
se (apart): *se*-duce.
semi (half): *semi*-quaver.
sub (under): *sub*-merge.
subter (underneath): *subter*-fuge.
super, sur (over, above): *super*-natural, *sur*-face.
trans (across): *trans*-port.
ultra (beyond): *ultra*-montane.
vice, vis (instead of): *vice*-chairman.

Latin and French Suffixes.

I. NOUNS.

1. The *agent* or *doer*—

ain, an: capt-*ain*, mount-*ain*, librari-*an*.
ant, ent: inform-*ant*, stud-*ent*.

ard: drunk-ard, wiz-ard.
 ary: gran-ary, sanctu-ary.
 ee: nomin-ee, trust-ee.
 eer, ier: engin-eer, cash-ier.
 er: arch-er, preach-er.
 ess (fem.): lion-ess, count-ess.
 iff: plaint-iff, bail-iff.
 ist: dent-ist, flor-ist.
 ite, it: favour-ite, Jesu-it.
 ive: nat-ive, fugit-ive.
 or, our: emper-or, govern-our.
 sor, tor: confes-sor, fac-tor.
 ter: mas-ter, minis-ter.
 trix (fem.): execu-trix, administra-trix.

2. *Abstract Nouns*—

age: cour-age, marri-age.
 ance, ence: abund-ance, pres-ence.
 ancy, ency: inf-ancy, excell-ency.
 cy, sy: bankrupt-cy, minstrel-sy.
 ess, ice: prow-ess, serv-ice.
 eur: grand-eur.
 lence: opu-lence, vio-lence.
 ment: experi-ment, discern-ment.
 mony: parsi-mony, matri-mony.
 our: val-our, clam-our.
 ry, ery: poet-ry, treach-ery.
 sion: ascen-sion, occa-sion.
 son: poi-son, beni-son.
 tion: elec-tion, redemp-tion.
 tude: forti-tude, recti-tude.
 ty: cruel-ty, frail-ty.
 ure: creat-ure, forfeit-ura.
 y: infam-y, miser-y.

3. *Diminutives*—

aster: poet-aster.
 cule: animal-cule.
 el: dams-el.
 et: hatch-et.
 ette: coqu-ette.
 icle: part-icle.
 le: circ-le.
 let: brace-let.
 ule: glob-ule.

II. ADJECTIVES.

aceous : crust-*aceous*.
acious : aud-*acious*.
al : capit-*al*, equ-*al*.
an, ain, ane : hum-*an*, cert-*ain*, hum-*ane*.
and, end : multiplic-*and*, divid-*end*.
ant, ent : verd-*ant*, ard-*ent*.
ar : pol-*ar*, sol-*ar*.
ary : contr-*ary*, auxili-*ary*.
ate : priv-*ate*, laure-*ate*.
ble, able, ible : dou-*ble*, toler-*able*, aud-*ible*.
bund : mori-*bund*.
ene : terr-*ene*.
ese : Chin-*ese*.
esque : pictur-*esque*.
fic : terri-*fic*, beati-*fic*.
ic : civ-*ic*, gastr-*ic*.
id : ac-*id*, horr-*id*.
ile : juven-*ile*, frag-*ile*.
il, le : civ-*il*, gent-*le*.
ine : mar-*ine*, femin-*ine*.
ian : Christ-*ian*.
ive : act-*ive*, express-*ive*.
olent, ulent : vi-*olent*, turb-*ulent*.
ose : verb-*ose*, oper-*ose*.
ous : curi-*ous*, danger-*ous*.
ple : sim-*ple*, tri-*ple*.
scent : na-*scent*.
sive, tive : cur-*sive*, fur-*tive*.
tory : satisfac-*tory*.

Greek Prefixes.

a, an (not) : a-*pathy*, an-*archy*.
amphi (about) : *amphi*-*theatre*.
ana (up, again, back) : ana-*basis*, ana-*lysis*.
anti (against) : anti-*Christ*, ant-*arctic*.
apo (from) : apo-*logy*, apo-*gee*.
arch (head, chief) : arch-*bishop*, arch-*itect*.
auto (self) : auto-*graph*, auto-*maton*.
cata (down) : cata-*strophe*, cat-*edral*.
dia (through) : dia-*meter*.
di (in two) : di-*syllable*.
dys (ill) : dys-*pepsia*, dys-*entery*.
ec, ex (out) : ec-*centric*, ex-*cet'cal*.

en (in) : *en*-thusiasm, *em*-piric, *el*-lipsis.
eu (well) : *eu*-logy, *ev*-angelist.
epi (upon) : *epi*-taph.
hemi (half) : *hemi*-sphere.
hyper (over, above) : *hyper*-critical.
hypo (under) : *hypo*-thesis.
meta (change) : *meta*-morphosis.
mono (alone) : *mono*-logue.
pan (all) : *pan*-theism.
para (beside) : *para*-phrase.
peri (around) : *peri*-meter.
pro (before) : *pro*-phet.
poly (many) : *poly*-syllable.
pseudo (false) : *pseudo*-nym.
syn (with) : *syn*-thesis, *sym*-pathy, *syl*-logism.

III. VERBS.

ate, **ite**, **it** : *cre*-ate, *exped*-ite, *cred*-it.
esce : *coal*-esce, *efferv*-esce.
ish : *pun*-ish, *flour*-ish.
fy : *forti*-fy, *simpli*-fy.

Greek Suffixes.

I. NOUNS.

ad, **id** : *Ili*-ad, *Æne*-id.
ic, **ics** : *mus*-ic, *eth*-ics.
isk : *aster*-isk, *obel*-isk.
ism, **asm**, **sm** : *magnet*-ism, *spa*-sm, *pleon*-asm.
ma : *diora*-ma, *panora*-ma.
sis : *cri*-sis, *empha*-sis.
st, **ist** : *antagoni*-st, *soph*-ist.
sy : *pal*-sy, *drop*-sy.
te : *hypocri*-te.
y : *analog*-y.

II. VERBS.

ise, **ize** : *critic*-ise, *civil*-ise.

SYNTAX.

Syntax treats of the arrangement of words in a sentence, and the relations in which they stand to one another.

The following are a few of the leading rules of Syntax :—

1. The verb must agree with its nominative, or subject, in number and person; as, "*I love*," "*Thou lovest*," "*He loves*."

2. The verbs *to be*, *to become*, *to seem*, &c., have the same case after them as before them; as, "*He is a king*," "*He became a king*," "*He seems a king*," "*It is I*."

3. When two or more nouns in the singular number are joined together by *and*, they require a verb in the plural number; as, "*James and John are brothers*."

4. When two or more nouns in the singular number are connected by *or* or *nor*, they require a verb in the singular number; as, "*Either James or John has my book*."

5. A noun or pronoun standing in the relation of an attribute to another noun or pronoun, signifying the same person or thing, is said to be in **apposition** with it, and agrees with it in case; as, "*William, the conqueror of Harold, quarrelled with Robert, his son*."

6. The relative pronoun agrees with the noun it refers to in number and person; as, "*(He) who steals my purse steals trash*."

7. Transitive verbs and prepositions govern the objective case; as, "*He placed the book on the table*;" "*He gave them to him*."

8. The verbs *teach*, *tell*, *ask*, *forgive* (and sometimes *forbid*, *banish*, and other verbs), take two objectives, the one usually of a person, the other of a thing; as, "*The teacher taught me a new song*;" "*He forbade him the house*."

9. The verbs *name*, *make*, *appoint*, *call*, *esteem*, &c., take two objectives after them, of the same person or thing; as, "*He esteems me his best friend*."

10. The objective case is used after intransitive verbs to express **duration of time**, **space**, **age**, **value**, &c.; as, "*He walked a mile*;" "*I hope to see you this day fortnight*."

ANALYSIS OF SENTENCES.

A sentence is a complete thought expressed in words ; as, "The sun shines ;" "The sky is clear." Every sentence contains a **Subject** and a **Predicate**, expressed or understood.

To **analyse** a sentence is to break it up into its several parts, and to indicate the grammatical relations in which these parts stand to one another.

The Subject.

The Subject may be—

- (1.) A noun.
- (2.) A pronoun.
- (3.) A verb in the Infinitive Mood.
- (4.) A gerund.
- (5.) A participle with a noun understood.
- (6.) An adjective used as a noun.
- (7.) A phrase or a sentence.

Examples—

- (1.) "The *Rhine* flows through Germany."
- (2.) "*He* writes a letter."
- (3.) "*To err* is human."
- (4.) "*Reading* maketh a full man."
- (5.) "*The unforgiving* are disliked."
- (6.) "*The good* die early."
- (7.) "*That he said so* annoys me."

The Subject may be enlarged—

- (1.) By an adjective or participle.
- (2.) By a noun in the possessive case.
- (3.) By a noun in apposition.
- (4.) By a prepositional phrase.
- (5.) By an adjective sentence.

Examples—

- (1.) "The *good* child obeys its parents."
- (2.) "The *sun's* rays are straight."
- (3.) "Lincoln, *the American statesman*, was shot."
- (4.) "The farm *on the hill* is mine."
- (5.) "He *who gave me the book* is not here"

The Predicate.

The **Predicate** is that part of a sentence which conveys the statement made respecting the subject. It may be—

- (1.) A verb.
- (2.) The verbs **to be, to become, &c.,** and an adjective or a sentence.
- (3.) A verb and an infinitive.

Examples—

- (1.) "The river *flows.*"
- (2.) "He *is a good man.*"
- (3.) "John *means to write a letter to-morrow.*"

If the simple predicate be a transitive verb, the object of the verb must be stated ; as, "The child has broken the *slate.*"

The Object may be—

- (1.) A noun.
- (2.) A pronoun.
- (3.) A verb in the infinitive mood.
- (4.) A gerund.
- (5.) A participle with a noun understood.
- (6.) An adjective used as a noun.
- (7.) A phrase or sentence.

Examples—

- (1.) "He struck his *brother.*"
- (2.) "The boy loves *me.*"
- (3.) "He hopes *to do well.*"
- (4.) "He likes *reading.*"
- (5.) "The doctor visits *the dying.*"
- (6.) "I love *the brave.*"
- (7.) "John advocates *what is right.*"

The object admits of enlargements identical with those of the subject. The predicate is often accompanied by words or phrases which have the force of

adverbs, and are called **Extensions**. These **Extensions** may be—

- (1.) An adverb.
- (2.) A prepositional phrase.
- (3.) An adverbial sentence.
- (4.) A nominative absolute.

Examples—

- (1.) "He writes *badly*."
- (2.) "He writes *with a quill*."
- (3.) "He writes *as a child writes*."
- (4.) "*The sun having risen*, he began his journey."

The Compound Sentence.

When a sentence contains only one subject and one predicate it is said to be a **Simple Sentence**; as, "Friendship is a sheltering tree."

When two (or more) simple sentences, independent of each other, are connected by **and**, **or**, **nor**, they form a **Compound Sentence**; as, "The fisherman will spread his sail and seize his oar." These sentences are said to be **Co-ordinate**.

A sentence which is made up of one *principal* subject and predicate, but has *dependent* upon it one or more other sentences having subjects and predicates of their own, is called a **Complex Sentence**; as, "I remember the house *where I was born*." The dependent sentence is said to be **Subordinate** to the principal sentence.

A sentence that performs the duty of a noun is called a **Noun Sentence**; as, "I know *that he loves me*." An **Adjective Sentence** is a sentence that has the force of an adjective; as, "I wandered lonely as a cloud *that floats on high o'er vales and hills*." An **Adverbial Sentence** is a sentence that has the force of an adverb; as, "He left me *because he disliked me*."

EXAMPLE I.

"Few and short were the prayers we said,
And we spoke not a word of sorrow;
But we steadfastly gazed on the face that was dead,
And we bitterly thought of the morrow."

Sentence.	Kind of Sentence.	Subject.	Predicate.	Object.	Extension of Predicate.
(a) Few and short were the prayers	Principal sentence	the prayers	were few and short		
(b) (which) we said,	Subordinate sentence, adjective to "prayers"	we	said	(which)	
(c) and we spoke not a word of sorrow;	Principal sentence, co-ordinate with (a)	(and) we	spoke	a word of sorrow	not
(d) but we steadfastly gazed on the face	Principal sentence, co-ordinate with (a) and (c)	(but) we	gazed on	the face	steadfastly (manner)
(e) that was dead,	Subordinate sentence, adjective to "face"	that	was dead		
(f) and we bitterly thought of the morrow.	Principal sentence, co-ordinate with (a), (c), and (d)	(and) we	thought of	the morrow	bitterly (manner)

EXAMPLE II.

"At the corner of Wood Street, when daylight appears,
Hangs a thrush that sings loud, it has sung for three
years:
Poor Susan has passed by the spot, and has heard,
In the silence of morning, the song of the bird."

1. SENTENCES AND THEIR RELATIONS TO ONE ANOTHER.

(a)

"At the corner of Wood Street hangs a thrush"—
Principal sentence.

(b)

"When daylight appears"—Subordinate sentence,
adverbial to (c).

(c)

"That sings loud"—Subordinate sentence, *adjectival*
to "thrush."

(d)

"It has sung for three years"—Principal sentence,
co-ordinate with (a).

(e)

"Poor Susan has passed by the spot"—Principal
sentence, *co-ordinate* with (a).

(f)

"And has heard, in the silence of morning, the
song of the bird"—Principal sentence, *co-ordinate*
with (a) and (e).

2. SENTENCES AND THEIR SEVERAL PARTS.

(a)

At the corner of Wood	Extension of Predicate
Street	(place)
hangs	Predicate
a thrush	Subject

(b)

when	Connective particle
daylight	Subject
appears	Predicate

(c)

that	Subject
sings	Predicate
loud	Extension of predicate
	(manner)

(d)

it	Subject
has sung	Predicate
for three years	Extension of predicate
	(time)

(e)

poor Susan	Subject
has passed	Predicate
by the spot	Extension of predicate
	(place)

(f)

and	Connective particle
(she)	Subject
has heard	Predicate
in the silence of the	Extension of predicate
morning	(time)
the song of the bird	Object

PARSING.

To Parse a word is to state what part of speech it is, to indicate its etymological inflexions, and to point out its grammatical relations to some other word or words.

MODEL OF PARSING.

Noun and Pronoun:—1 *Kind* ; 2 *Gender* ; 3 *Number* ; 4 *Person* ; 5 *Case* ; 6 *Government*.

Adjective and Adverb:—1 *Kind* ; 2 *Degree of Comparison* ; 3 *Function*.

Verb:—1 *Kind* (Transitive or Intransitive, and Strong or Weak) ; 2 *Voice* ; 3 *Mood* ; 4 *Tense* ; 5 *Number* ; 6 *Person* ; 7 *Government*.

Preposition and Conjunction:—1 *Kind* ; 2 *Function*.

Interjection:—

EXAMPLE.

"The ploughman homeward plods his weary way,
And leaves the world to darkness and to me."

The — Distinguishing adjective, attribute of "ploughman."

ploughman — Common noun, masculine gender, singular number, third person, nominative case to the verb "plods."

homeward — Adverb of place, qualifying "plods."

plods — Weak, transitive verb, active voice, indicative mood, present tense, singular number, third person, agreeing with its nominative "ploughman," and governing "way" in the objective case. (See Rule 10, p. 63.)

his — Personal pronoun, masculine gender, singular number, third person, possessive case, attribute of "way."

weary — Adjective, positive degree, attribute of "way."

way — Common noun, neuter gender, singular number, third person, objective case, governed by the intransitive verb "plods." (See Rule 10, p. 63.)

and — Co-ordinate conjunction, joining the two sentences "The ploughman," &c., and "leaves the world."

leaves — Weak, transitive verb, active voice, indicative mood, present tense, singular number, third person, agreeing with its nominative "he" understood, and governing "world" in the objective case.

the — Distinguishing adjective, attribute of "world."

world — Common noun, neuter gender, singular number, third person, objective case, governed by the transitive verb "leaves."

to — Preposition, governing "darkness" in the objective case.

darkness — Abstract noun, neuter gender, singular number, third person, objective case, governed by the preposition "to."

and — Co-ordinate conjunction, joining the two sentences "he leaves the world to darkness" and "he leaves the world to me."

to — Preposition, governing "me" in the objective case.

me — Personal pronoun, common gender, singular number, first person, objective case, governed by the preposition "to."

*EXERCISES.***THE ALPHABET: SYLLABLES.****EXERCISE I.**

1. How many letters are there in the English Alphabet? How many sounds are said to be used in forming English words? What letters are redundant? Give instances of silent letters.

2. Explain the terms Alphabet, Vowel, and Consonant. How are the consonants divided? Draw up a table showing the full classification of the consonants.

3. What are the chief defects of the English Alphabet, and how are these defects remedied?

EXERCISE II.

1. Write down the rules which relate to the use of capital letters.

2. Explain the terms Diphthong, Syllable, and Accent.

3. Write down a few rules for the division of words into syllables.

4. Write down the following words, underlining all the semi-vowels :—

grow	why	when	cow	yaw
town	day	dye	yellow	yesterday
yield	try	youth	water	away
yes	will	willow	billowy	carry
city	bay	yacht	window	grew

EXERCISE III.

1. Write out the following words, dividing them into syllables :—

table	Christian	analogy	indestructible
money	satisfy	music	indefatigable

marriage	satisfactory	seldom	antediluvian
ample	children	ringlet	civilisation
archer	bubble	person	Constantinople
damsel	trouble	mention	inferiority
tumble	empty	goblet	anniversary
struggle	dissolve	mortal	university

2. Write out the following passages with the proper capital letters :—

“the see of chichester was filled by patrick, and that of worcester by stillingfleet; and the deanery of st. paul's which stillingfleet quitted was given to tillotson.

“young and his accomplice were brought before the privy council. they there accused marlborough, cornbury, salisbury, sancroft, and sprat of high treason. these great men, young said, had invited james to invade england, and had promised to join him.”

“some village hampden, that with dauntless breast,
the little tyrant of his fields withstood,
some mute inglorious milton here may rest,
some cromwell, guiltless of his country's blood.”

3. Write down all the words you can think of in which the *h* is silent. When has *g* the guttural sound, and when has *c* the sound of *s*?

4. Write down ten polysyllables, and place the accent on the proper syllable of each word.

THE NOUN.

EXERCISE IV.

1. Explain the terms Common Noun, Proper Noun, and Abstract Noun.

2. How many kinds of nouns are there? Give six examples of each kind.

3. Write down six names of each of the following :—(1) animals, (2) persons, (3) places, (4) ideas, and (5) things.

EXERCISE V.

1. Arrange in separate columns the Proper Nouns, the Common Nouns, the Abstract Nouns, and the Collective Nouns, which occur in the following list :—

beauty	Constantinople	table	herd
George	energy	school	nobility
truth	river	Shakspeare	nobleman
Cæsar	Mabel	street	multitude
peace	mountain	High Street	life
crowd	piety	sweetness	hardness
Paris	mob	parliament	city
fire	justice	House of Lords	Manchester
envy	London	nightingale	youth
water	Thames	music	youthfulness
flock	council	philosophy	life
duty	club	jury	committee
sleep	chemistry	government	Danube
(a) wit	(the) Cæsars	colour	gas
wit	(a) youth	water	geometry

2. Write down ten common nouns which are the names of things in the schoolroom, and ten proper nouns which are the names of places.

3. Define the terms Noun and Collective Noun.

EXERCISE VI.

1. Explain the term Gender. What is the meaning of Neuter Gender?

2. Write down ten words which are of the Common Gender.

3. Name the different methods of indicating difference of Gender in English nouns, and write down six examples of each method.

EXERCISE VII.

1. Arrange in separate columns the Masculine Nouns, the Feminine Nouns, the Neuter Nouns,

and the Nouns of Common Gender, which appear in the following list:—

heir	Czar	gammer	witness
poetess	niece	goose	hostess
iron	donna	friar	child
reeve	sultan	Mary	ship
heifer	bird	margrave	hound
viscount	priest	executrix	mallard
fowl	Jew	parent	elector
gander	sovereign	house	steer
friend	vixen	London	pig
judge	horse	fish	river
member	pig	drove	hog
ruler	speaker	sheep	author
spouse	slate	baby	politeness
Henry	love	ape	valour
sun	jack-ass	mermaid	moon

2. Name the chief feminine endings, and state all you know about the words *songstress*, *sempstress*, *spinster*, *huckster*, *bridegroom*, *vixen*, *wizard*, *horse*, *wild-duck*, and *lass*.

3. Define the term Personification, and give examples of it.

EXERCISE VIII.

1. How are English Plurals formed? What Singular nouns form their Plural by the addition of *es*?

2. Write down twelve nouns which are used only in the Singular, and twelve nouns which are used only in the Plural.

3. Give the Plural of brother, cargo, valley, pulley, bully, whisky, alkali, Mary, Mr. Smith, madame, fish, yea, no, staff, turf, penny, pea, folio, fly, fief, story, storey, omnibus, potato, virtuoso, seraph, memorandum, vesper, sheep, osprey, wharf, ass, buoy, convoy, stuff, echo, genius, cow, shoe, innuendo, gas, index, axis, radius, formula, terminus, phenomenon, automaton, pony, leaf, colloquy, and flambeau.

EXERCISE IX.

1. When is *f* in the Singular changed into *v* in the Plural?

2. When does *y* remain unchanged in the Plural, and when is it changed into *i*? What are the exceptions to the rule?

3. Write down twelve nouns which are used only in the Singular, and twelve nouns which are used only in the Plural.

4. Enumerate the seven nouns which form their plural by a change in the body of the word.

EXERCISE X.

1. Mention six nouns that form their Plurals by the addition of *n* or *en*.

2. Write down six nouns that are Singular in form but Plural in meaning, and ten nouns that are Plural in form but Singular in meaning.

3. Distinguish between *brothers* and *brethren*, *pennies* and *pence*, *dies* and *dice*, *geniuses* and *genii*, *indexes* and *indices*, *peas* and *pease*.

EXERCISE XI.

1. What is the difference in meaning between *wine* and *wines*, *water* and *waters*, *spectacle* and *spectacles*, *return* and *returns*, *copper* and *coppers*, *wit* and *wits*, *iron* and *irons*?

2. Explain the following forms: *alms*, *pains*, *summonses*, *riches*, *eaves*.

3. State the rule for forming the Plurals of Compound words, and give examples.

4. What is the Plural of *lord-justice*, *aide-de-camp*, *man-stealer*, *father-in-law*, *pailful*, *Miss Thompson*, *lieutenant-colonel*, *master-tailor*, *knight-errant*?

EXERCISE XII.

1. Define Case. Enumerate the English Cases, and explain their several names.

2. Explain the meaning of the Apostrophe. What purposes does it serve? What was the original ending of the Possessive Case?

3. State the rules for forming the Possessive Case.

4. Write down the Possessive, Singular and Plural, of the following Nouns :—

baby	child	mistress	abbess	emperor
lady	witch	house	hostess	niece.
man	mouse	fox	church	goose
fish	wife	queen	calf	parent

EXERCISE XIII.

1. Arrange the Nouns in the following sentences in four columns, according as they are Nominatives, Possessives, Objectives, or Vocatives :—

The bride's mother smiled. Napoleon! the recovered name shakes the old casements of the world. The door opens, and the child's merry laugh is heard. The messenger has come. Here comes the messenger. Poor Clarence did forsake his father, Warwick. Winter is come and gone. Out went the taper. Madeline, St. Agnes's charmed maid, rose unaware. St. Agnes! Ah! it is St. Agnes' Eve! Then sing, ye bird, sing, sing a joyous song! The children are pulling fresh flowers. Fly, brother, fly! Oh, sleep! it is a gentle thing. The fair breeze blew, the white foam flew, the furrow followed free. Ruin seize thee, ruthless king! Cold is Cadwallo's tongue. Comfort, my liege! Why looks your grace so pale? You fool! screamed the old lady. The vapours linger round the heights. Your task's ended now. Are they men's friends? Phœbus, arise!

2. Make six sentences, each containing a Nominative and an Objective.

3. Make six sentences, each containing a Possessive and a Vocative.

THE ADJECTIVE.

EXERCISE XIV.

1. Explain the term Adjective.
2. Enumerate the different kinds of Adjectives, and give three examples of each.
3. Write down the Adjectives in the following sentences, and write opposite each Adjective the Noun which it qualifies :—

It was a famous victory. The whispering waves were half asleep. It is a beauteous evening, calm and free. A thousand pounds a year for pure respect! He was a scholar, and a ripe and good one. Was it worth while to rear this massive edifice, to be a desert in the heart of the town, and populous only for a few hours of each seventh day? The news was most welcome. Then began a terrible street fight. The sun rose bright and cloudless. He is well entitled to grateful and respectful mention. In his steady, silent way, he worked on every day, and for many hours every day. O for a soft and gentle wind!

“ Youth is nimble, Age is lame :
 Youth is hot and bold,
 Age is weak and cold,
 Youth is wild and Age is tame.”

EXERCISE XV.

1. Write down six sentences containing Distinguishing Adjectives, six sentences containing Adjectives of Quality, six sentences containing Adjectives of Quantity, and six sentences containing Adjectives of Number.
2. When does the Demonstrative Adjective *an* drop the *n* and become *a*? What is the difference in meaning between *few* and *a few*, *little* and *a little*?
3. Arrange in four columns the Adjectives of Quality, Quantity, Number, and Distinction, in the following list :—

long	some	half	fierce	Welsh
short	enough	five	second	all
first	each	British	an	much
one	the	both	those	few
little	you	brave	certain	either

EXERCISE XVI.

1. State the rules for forming the Comparative and Superlative Degrees of Comparison.

2. Write down the Comparatives and Superlatives of the following Adjectives :—

gay	wonderful	red	learned
lovely	wet	unusual	honourable
merry	energetic	able	fiery
tidy	complete	tender	cunning
pretty	old	beautiful	dull
coy	stupid	long	ripe
virtuous	jealous	easy	tedious

3. Give ten examples of Irregular Comparison in Adjectives.

EXERCISE XVII.

1. Write down twelve Adjectives which do not admit of comparison.

2. Distinguish between *later* and *latter*, *farther* and *further*, *elder* and *older*.

3. Give the Comparative and Superlative of the following Adjectives :—

good	little	near
evil	much	far
far	many	ill
old	late	fore

4. Write down the Positive Degree of the following Adjectives :—

unkindest	cruellest	wealthier	most
handsomer	uppermost	more	hottest
rather	former	first	liveliest
ruddier	bluest	narrower	sharpest

THE PRONOUN.

EXERCISE XVIII.

1. Define a Pronoun, and explain the terms *Personal Pronoun* and *Relative Pronoun*.

2. Classify the Pronouns, and write down a list of six Indefinite Pronouns.

3. Underline all the Pronouns in the following sentences :—

He knew her not, though her smile on him was dwelling. I feel that I shall never look upon thee more. I can give not what men call love. Whatever you give me you know I am thankful. They did not like each other. His daughter's children, who amuse him by their laughter, and play round his chair in the garden of his hotel, his faithful wife, and one or two friends as old as himself, form his society. If we love still those we lose, can we altogether lose those we love? It was indeed necessary that he should bestir himself. What is it to enter the fire to one whose faith is firm? We have seen each other before. She is not on such terms with him as can give her confidence in this affair. Mine eyes are heavy with sleep. All this makes me glad to pay such honours to thee as my numbers may. Where wert thou when thy son lay pierced by the shaft which flies in darkness?

EXERCISE XIX.

1. Decline in full the *Personal* and the *Relative Pronouns*.

2. When are the forms *mine, thine, hers, ours, yours, theirs*, to be preferred to *my, thy, her, our, your, their*?

3. Explain the term *Reflexive* as applied to Pronouns, and give a list of all the Reflexives.

4. Make six sentences with *Personal Pronouns* in the *Objective Case*, and six sentences with *Personal Pronouns* in the *Possessive Case*.

EXERCISE XX.

1. Account for the *s* in *hers*, *yours*, &c., the *m* in *him* and *them*, and the *t* in *it* and *that*.
2. Write down all the Demonstrative Pronouns, and show by examples that they have the force of Adjectives.
3. Write down all you know respecting the following words: *self*, *such*, *whether*, *which*, *ye*, *what*.
4. What is an Interrogative Pronoun?

EXERCISE XXI.

1. Define a Relative Pronoun.
2. Write down six Relative Pronouns.
3. Make three sentences with *what* as a Relative, three sentences with *that* as a Relative, and three sentences with *as* as a Relative.
4. When is *that* to be preferred to *who* or *which*?

EXERCISE XXII.

1. Enumerate the Indefinite Pronouns.
2. How are Compound Relatives formed? When are they used? Decline *whosoever*.
3. State all you know respecting *one*, *none*, *aught*, *naught*, *either*, *neither*, *every*, *else*, *one another*.
4. Correct or justify the following sentences:—

Every person were pleased. The two brothers are fond of one another. Neither of the parents were present. He is the best speaker whom I have ever heard. Either of the three will do. Who is the boy who did it? Is there nothing in the house which would satisfy you?

EXERCISE XXIII.

1. What is the difference between *who* and *which*? What change has taken place in the use of the Relative Pronoun *which*?

2. Write down in a column the Relative Pronouns in the following sentences, and write opposite each the Antecedent to which it refers :—

The events which I propose to relate form only a single act of a great and eventful drama. No man is fit to govern great societies who hesitates about disobliging the few who have access to him, for the sake of the many whom he will never see. It was a hope that would make its presence felt. He had the greatness which belongs to a life spent in struggling against powerful wrong. There are certain feelings we have which I hope can never change. O sweet is the new violet that comes between the skies! Come, we shall be late else ; which I would not be. Fit it with such furniture as suits the greatness of his person. Yet I am richer than my base accusers that never knew what truth meant. The trees rustled in the light wind that murmured among their leaves. What thou seest is that portion of eternity which is called time. There was a lady once that would not be a queen, that would she not, for all the mud in Egypt. Not finding what he had left there, he returned with distracted looks to the room in which they were assembled.

“She loves me best whens'er I sing
The songs that make her grieve.”

3. Which is the oldest Relative in the language? What Relative is used without an expressed Antecedent?

THE VERB.

EXERCISE XXIV.

1. Define a Verb, and give the derivation of the word.
2. Distinguish between Transitive and Intransitive Verbs.
3. How may Intransitive Verbs become Transitive?
4. Write down six sentences in which the verbs shall be Transitive, and six sentences in which the verbs shall be Intransitive.

EXERCISE XXV.

1. Explain the terms Subject and Object.
2. What is meant by an Impersonal Verb ?
3. Define Voice. How is the Passive Voice of verbs formed ?
4. Express the sense of each of the following sentences by means of the passive voice of the verbs that are used :—

Cæsar defeated Pompey. William shot a bird. The cat caught the mouse. We love our country. He accosted me. She nursed me. I told him. I met a little cottage girl. He put his hands together. She heard the sound.

EXERCISE XXVI.

1. Define Mood, and distinguish between the Indicative and Subjunctive Moods.
2. Write down six sentences, each containing a verb in the Imperative Mood.
3. In the following sentences point out which verbs are in the Indicative Mood, and which are in the Subjunctive Mood :—

He heard it, but he heeded not. I will know if there be any faith in man. Gods ! if I could but paint a dying groan ! If he falls he will not fall alone. Would you were half so honest ! He parted frowning on me as if ruin leaped from his eyes. I care not if my actions were tried by every tongue. Which of your friends have I not striven to love, although I knew he were mine enemy ? May he live longer than I have time to tell his years. If he remained where he was he might fall the victim of an accident. It is our fault, not that of the great, that they should fancy themselves so far above us. Had that glance lasted a moment, that moment would have been his last. He began to wonder if it were real. Did we but love each other as this poor soul loved his ass, it would be something. If he be in heaven, 'twere pity it were known.

"Lest therefore his now bolder hand
Reach also of the tree of life, and eat,
And live for ever, dream at least to live
For ever, to remove him I decree."

"——but were I Brutus,
And Brutus Antony, there were an Antony
Would ruffle up your spirits, and put a tongue
In every wound of Cæsar, that should move
The stones of Rome to rise and mutiny."

EXERCISE XXVII.

1. Write down ten Verbs which may be used both Transitiely and Intransitiely.
2. How was the Infinitive formerly expressed ? When is it used without the *to* ?
3. Make ten sentences, each containing a Verb in the Infinitive Mood.
4. Write down three examples of (a) a Subject Infinitive, (b) an Object Infinitive, and (c) a Dative Infinitive.

EXERCISE XXVIII.

1. Define a Gerund. What is the difference between it and a Participle ?
2. Arrange in three columns the Abstract Nouns, Gerunds, and Participles in the following sentences :—

She told her tale 'mid the trampling of busy feet. He begged hard to see her, saying that he would be very quiet. Why should I be angry with a man for loving himself better than me ? All rising to great place is by a winding stair. This communicating of a man's self to his friend works two contrary effects. Dancing to song is a thing of great state and pleasure. Learning hath its infancy. Instead of pleading he took the liberty of jesting. The stranger had unlimited facilities for enjoying her company and recommending himself to her favour. We spent the morning in roaming through the woods. The whole Vale of

Grasmere suddenly breaks upon the view in a style of almost theatrical surprise, with its lovely valley stretching before the eye in the distance, the lake lying immediately below, with its solemn ark-like island of four and a-half acres in size seemingly floating on its surface, and its exquisite outline on the opposite shore, revealing all its little bays and wild sylvan margin feathered to the edge with wild flowers and ferns. Reading is conversing with the wise. Plain living and high thinking are no more.

EXERCISE XXIX.

1. Define Tense. Give three examples of each of the principal Tenses. Give also the subdivisions of these Tenses.
2. What is an Auxiliary Verb?
3. Write out all the Verbs in the following sentences, stating the Tense of each:—

He leans upon his hand. Did ye not hear it? His last hope is dying in his heart. The train of thought suggested to him to inquire if he had ever seen his mother. She will come to-morrow. The ancient hamlet seemed asleep. There, then, had she found a grave. I cast in the whirlpool a goblet of gold. The old church listened, and the spire kept pointing to the sky. Do all minds, then, reason equally well? Everybody knows what is meant to be conveyed in that expression. The season of youth was now passed. Their sweeping lawns and glades had been unapproached, for centuries it might be, by the hand of art. Thou from the first wast present. He would have been very far from wise if he had entertained such intentions. They'll shine o'er her sleep like a smile from the west. She would, but could not rest.

“We had need pray,
And heartily for our deliverance.”

EXERCISE XXX.

1. Define Conjugation.
2. What is the difference between Strong and Weak Verbs? Give twelve examples of each.

3. Write down all you know respecting the forms *awoke, went, hove, hanged*.

4. Write out in full the Past Tense, Indicative, of the verbs *do, can, will, shall, may, owe, dare*. Also, write out the Present and Past Tenses, Subjunctive, of the verb *to be*.

EXERCISE XXXI.

1. When is the verb *do* used as an Auxiliary ? Give examples.

2. What is the difference in meaning between *shall* and *will* ? Give examples.

3. Write down the modern equivalents of the following words :—*quoth, wot, yclept, hight, dight*.

4. Write down the Past Tense, Indicative, of *dare (to challenge)* and *owe (to be in debt)*.

THE ADVERB.

EXERCISE XXXII.

1. Define an Adverb.

2. Write down six sentences, each containing a *connective* adverb.

3. Underline the Adverbs in the following sentences :—

The lowing herd winds slowly o'er the lea. I boldly deny the assertion. The summer night was divinely calm. He listened patiently to all your objections. He was somewhat pompous, undoubtedly ; but that, in an old academic hero, was rather agreeable. When I saw thee there, where first we met, I thought I had seen more handsome men and fair. That is scarce a miss that comes so near the mark. Men sometimes have been masters of their fates. When morning came, and they could speak more calmly on the subject of their grief, they heard how her life had closed. All professional studies he systematically neglected. But, after all, the thing is not so entirely improbable. I am

quite unable to understand how that which is economically so utterly wrong can be socially so entirely right.

“And often after sunset, sir,
When it is light and fair,
I take my little porringer,
And eat my supper there.”

EXERCISE XXXIII.

1. Give examples of Adverbs derived from nouns, from adjectives, from pronouns, and from prepositions.
2. Write down ten Phrase-adverbs.
3. Give six examples of Irregular Comparison in Adverbs.
4. Classify the Adverbs, with reference to their signification, and write down three examples of each class.

THE PREPOSITION.

EXERCISE XXXIV.

1. Define a Preposition.
2. Enumerate the Simple Prepositions.
3. Give some examples of words both as Adverbs and Prepositions.
4. Underline the Prepositions in the following sentences :—

We paused beside the pools that lie under the forest bough. Take this slave of music, for the sake of him who is the slave of thee. He was making his way to the brink of the river at a spot which, though within the city walls, was overlooked by no dwellings. Human nature appears a very deformed or a very beautiful object, according to the different lights in which it is viewed. The difference between them and me is greatly to their advantage. What is the stillness of the desert compared with this place? From my childhood I have loved to gaze into a spring. The reddening sun throws a broad sheet of splendour across

the flood. No one was in doubt as to the real author. The postage increased in proportion to the weight of the packet. The sun rolls blazing through the sky, and cannot find a cloud to cool his face with. 'Twixt the cup and the lip there's many a slip. No one was to blame but me. Notwithstanding this, they were all good friends in general. You live in the centre of a world I know you do not delight in.

THE CONJUNCTION AND INTERJECTION.

EXERCISE XXXV.

1. Define a Conjunction and an Interjection.
2. Classify the Conjunctions, and give examples.
3. Write down four sentences each containing a Subordinate Conjunction.
4. Point out the Conjunctions and Interjections in the following sentences :—

O, how wretched is that poor man that hangs on princes' favours! Alack! my child is dead; and with my child my joys are buried. If you have tears, prepare to shed them now. There was not much longer to wait, for it was now near mid-day. It is yet more absurd to be angry with a man because he does not apprehend the force of your reasons, or gives weak ones of his own.

“Ah, woe is me! Winter is come and gone,
But grief returns with the revolving year.”

The weather is still as hot, and the air as full of vapour, as if there had been neither rain nor thunder all the summer. Tush! we have nothing to fear. The golden skirts of day were yet lingering upon the hills, but deep shades obscured the hollow and the pool, as if sombre night were rising thence to overspread the world. Hist! do you see him move? Pshaw! we can do nothing now. O! my mouth waters; but we will not be tempted, so let us hasten onward. But, alas! I have not yet begun my story. Ahem! dry work, this speechifying. Avaunt! and quit my sight.

FORMATION OF WORDS.

EXERCISE XXXVI.

1. What is meant by Simple Words, and what is meant by Derivatives? Give six examples of each.

2. Write down six Compound Nouns, six Compound Adjectives, and six Compound Verbs.

3. State the force of each of the following Suffixes:—*ster, hood, ship, en, ling, kin, trix, aster, cule.*

4. Form Diminutives from *hill, owl, stream, poet, goose, lamb, leaf, globe, duck, dear, cat, pup.*

EXERCISE XXXVII.

1. State the force of the Prefix in each of the following words, and indicate the language to which it belongs:—

avert
attend
anticipate
describe
differ
impel
presume
paraphrase
anarchy
bespeak

tradition
amphitheatre
irrational
retract
resurrection
separate
euphony
prophet
epilogue
unnerve

catalepsy
prætermitt
percolate
autocrat
hypercritical
postnatal
monotone
afternoon
together
mislead

1. Indicate the force of the Suffix in each of the following words, and state the language to which it belongs:—

sacristan
fortitude
maniple
sophism
always
leonine
curricule

rhetoric
monarchy
concentric
virulent
obscene
acrimony
napkin

pastor
erratic
Jesuit
Iliad
baptise
rectify
sylvan

3. Form Adjectives in *ish*, *ful*, *some*, *en*, or *ed*, from—

glad	wheat	ash	quarrel
joy	blithe	feather	brass
child	oat	wood	wretch
gold	woman	hand	wax
honey	grace	knave	trouble

4. Form Adverbs from—

sharp	two	ghost	haughty
slow	wide	straight	merry
month	bitter	other	single
mighty	body	comfortable	three

SYNTAX.

EXERCISE XXXVIII.

1. Make ten sentences, each containing two Nominatives, the one before and the other after the principal verb.

2. Make ten sentences, each containing two singular nouns separated by *or* or *nor*.

3. Make ten sentences, each containing one or more nouns in Apposition.

ANALYSIS OF SENTENCES AND PARSING.

EXERCISE XXXIX.

1. Make six sentences, each having the Subject a Noun or Pronoun.

2. Make six sentences, each having the Subject a Gerund, or a Verb in the Infinitive.

3. Make six sentences, each having an enlarged Subject.

4. Underline the Subject in the following sentences :—

Would I were steadfast as thou art! The sun upon the lake is low. It was a summer evening. Great

praise the Duke of Marlbro' won. Out spoke the victor. The fountains mingle with the river, and the river with the ocean. Why weep ye? How fleet is a glance of the mind! Here rests his head. Mine be a cot beside the hill. Man's feeble race what ills await! Then out spake brave Horatius. Here is the place. Deep were my musings. Glisten, too, the faces of the travellers. The new-born, the aged, the dying, the strong in life, and the recent dead, are in the chambers of these many mansions. There is a tide in the affairs of men. Thinking is but an idle waste of thought. That his conduct was dictated by profound policy he knew well. Oh, sir, the good die first, and they whose hearts are dry as summer dust burn to the socket.

EXERCISE XL.

1. Define a Predicate.
2. Make six sentences, each having the Object a Participle or a Sentence.
3. Make four sentences, each having an enlarged Object.
4. Write down in two columns the Predicate and the Object of each of the following sentences:—

He made the most of his short respite. He carried all before him. They closely resemble each other. Hannibal and Cæsar won their victories with sword and spear. The garrison began to feel the pressure of hunger. Domestic ties he had none. Thou praisest the worst best. Cæsar sends greeting to the queen of Egypt. I am afraid to think what I have done. You have done that you should be sorry for. Lend me your ears. I could wish my days to be bound each to each by natural piety. Him had I marked the day before. He could afford to suffer. If we think to regulate printing, we must regulate all recreations and pastimes. In the buildings, good sense and good taste combine to produce a happy union of the comfortable and graceful. He had commanded armies, won battles, negotiated treaties, subdued, pacified, and regulated kingdoms. You go to do you know not what. And all the air a solemn stillness holds. None have I offended.

"Never did sun more beautifully steep
In his first splendour valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!"

"Thy face I only care to see,
Thy heart I only crave."

"O, how I long to travel back,
And tread once more that ancient track."

EXERCISE XLI.

1. Analyse the following sentences :—

I doubt if she said to you much that could act as a thought or suggestion.

Could we see her face, be sure we should not know her.

There is a kind of heaviness and ignorance that hangs upon the minds of ordinary men which is too thick for knowledge to break through.

A man's first care should be to avoid the reproaches of his own heart.

He had meant always to conduct himself so ably, that if he acted in opposition to the standard of other men, they should not be aware of it.

As soon as he and as many more as could find chairs were seated, he began to open the intent of his visit.

It is the place of all the world I love the most.

Blessed is the man that walketh not in the counsel of the ungodly.

O could I feel as I have felt, or be what I have been!

It was natural that a man who was daily seen at the palace, and who was known to have free access to majesty, should be frequently importuned to use his influence for purposes which a rigid morality must condemn.

2. Parse the following sentences :—

It is I.

Give me your hand.

The best book I have is the Bible.

I have heard the call ye to each other make.

He giveth his beloved sleep.

Great is he who uses his greatness for all.

He had no skill in reading the characters of others.

Whom do you expect ?

Between me and the church spire rose a little hill.

There is no man but hates me.

The charge for conveying a single letter was twopence for eighty miles, and threepence for a longer distance.

Where there's a will there's a way.

Him that overcometh will I make a pillar in the temple of my God.

Not a drum was heard, not a funeral note.

EXERCISE XLII.

1. Distinguish between a Compound and a Complex Sentence.

2. Write down three Noun Sentences, three Adjective Sentences, and three Adverbial Sentences.

3. Analyse the following passages, and parse the words in italics :—

(a)

"Oh! many are the Poets *that* are sown
By Nature."

(b)

"I dare *do* all that may become a man ;
Who dares do more, is *none*."

(c)

"The evil that men *do* lives after them ;
The *good* is oft interred with their bones."

(d)

"We look *before* and after,
And pine for *what is not* :
Our sincerest laughter
With some pain is fraught ;
Our sweetest songs are *those* that tell of saddest thought."

(e)

"I could be well moved, if I were *as* you ;
If I could pray *to move*, prayers would move me."

(f)

"A time *there* was ere England's griefs began,
 When every rood of ground maintained its man;
 For him light labour spread her wholesome store,
Just gave what life required, but gave *no more*."

(g)

"*Ill* fares the land, to hastening *ills* a prey,
 Where wealth accumulates and men decay."

(h)

"*Even* now where Alpine solitudes ascend,
 I sit *me* down a pensive hour *to spend*;
 And *placed* on high above the storm's career,
 Look downward where an hundred realms appear."

(i)

"*This* is the state of man: *to-day* he puts forth
 The tender leaves of hopes: to-morrow blossoms,
 And *bears* his blushing honours *thick* upon him:
 The third day comes a frost, a killing *frost*,
 And when he thinks, good easy man, full surely
 His greatness is a-ripening, *nips* his root,
 And then he falls, *as* I do."

(j)

"*Down dropt* the breeze, the sails dropt down,
 'Twas sad *as sad could be*;
 And we *did* speak *only to break*
 The silence of the sea."

(k)

"*Life* ! I know not *what* thou art,
 But know *that* thou and I *must* part:
 And when, or how, or where we met
 I *own* to *me's* a mystery yet."

Correct or justify the following sentences.

Two women placed together makes cold weather.

Whoever the king favours the cardinal instantly will find employment for.

These news are everywhere.

I can render nothing but my loyalty, which never has and never shall be growing.

I as free forgive you as I would be forgiven.
He begun by enriching every one that were distinguished by piety.

The ground is horrible steep.

Every man has business and desire, such as it is.

Who wouldst thou serve?

Every room and chamber was now empty.

But the temper as well as knowledge of a modern historian require a more sober and accurate knowledge.

I may as lawfully preach as them.

This was in reality the easiest matter of the two.

He was a poet sublimer than me.

Each of these words have the same meaning.

He is a man whom I always thought required looking after.

There will be no difficulty in settling these kind of questions.

Who should I meet coming from the college but our friend Brown.

That is either a man or a woman's voice.

All but he departed.

Who is she married to?

Who did he give it to?

Who were you with?

You was not there.

It is me.

He is one of the boys that was praised by the master.

You cannot make me to believe that.

Neither of them are happy.

The river has overflown its banks.

Each of my sisters are fond of me.

He has never and will never forget me.

The book lays on the table.

Give me them books.

He divided the money between the three.

Charity vaunteth not itself, doth not behave itself unseemly.

The money was divided among the two.

I will not desert him were he never so poor.

The three friends are very fond of each other.

The two brothers love one another.

It is easier said than done.

He has seen no friends nor spoken to no person for several days.

Rows of trees line either side of the river.

There was no one present beside me.
Every boy love play.
Such flowers smell sweetly.
It seldom or ever happens.
Be not too ready to speak neither.
Either of the three will answer my purpose.
He has sowed his wheat.
The vessel is heavily loaded.
Let the book lay on the table.
The captain had spoke, although I had forgot what
he said.
The dinner was served up hotly.
Whom do you think he is?
He is very different to me.
He is taller than me.
I have learnt the three first lines of the poem.
Not only is he a knave but also a fool.
The "Life and Letters of Cromwell" are very
interesting.
This is a wife of Smith's.
This is the book of which I spoke of.
Whom do men say that I am?
Tom is very honest, which makes me love him.
No man is so perfect but what he may err some-
times.
From whence does he come?
A sweet and pleasant voice are not common posses-
sions.
Whether he is honest or no, I am not in a position
to state.
William arrived with the last train.
I have been in town yesterday.
I hope I will succeed.
"He is my brother," says I.
He don't know me.
I was going to have written him a letter.
The sun has rose.
Each of them spoke of their triumphs.
The intervention of a year between the periods com-
pared make the comparison more instructive.
"Who is there?" "Me."

THE END.

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